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ABSTRACT

The third in a 3-volume report on the Adult Indian Education Project (AIEP, a 15-month U.S. Office of Education project designed to identify the literacy levels and educational needs of Oklahoma's adult American Indians), this volume presents supporting data in the form of appendices to Volume I. These appendices include: (1) The Survey Instrument (includes instructions to the interviewers, the 56 questions, and examples of the 21 interview cards used); (2) Adult Indian Education Project Code Book; (3) Research and Development Memorandum Number 3: Adult Education and Literacy Annotated Bibliography (38 abstracts selected from a total of 73,621 abstracts found in the Educational Resources Information Center data base for 1973-74, using the two subject classifications "Literacy" and "Adult Literacy"). The bibliography includes both accession numbers and an author index. (JC)

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Office of Indian Education
Part C

Literacy and Education

among Adult Indians in Oklahoma

Volume III

Appendixes

May 1977

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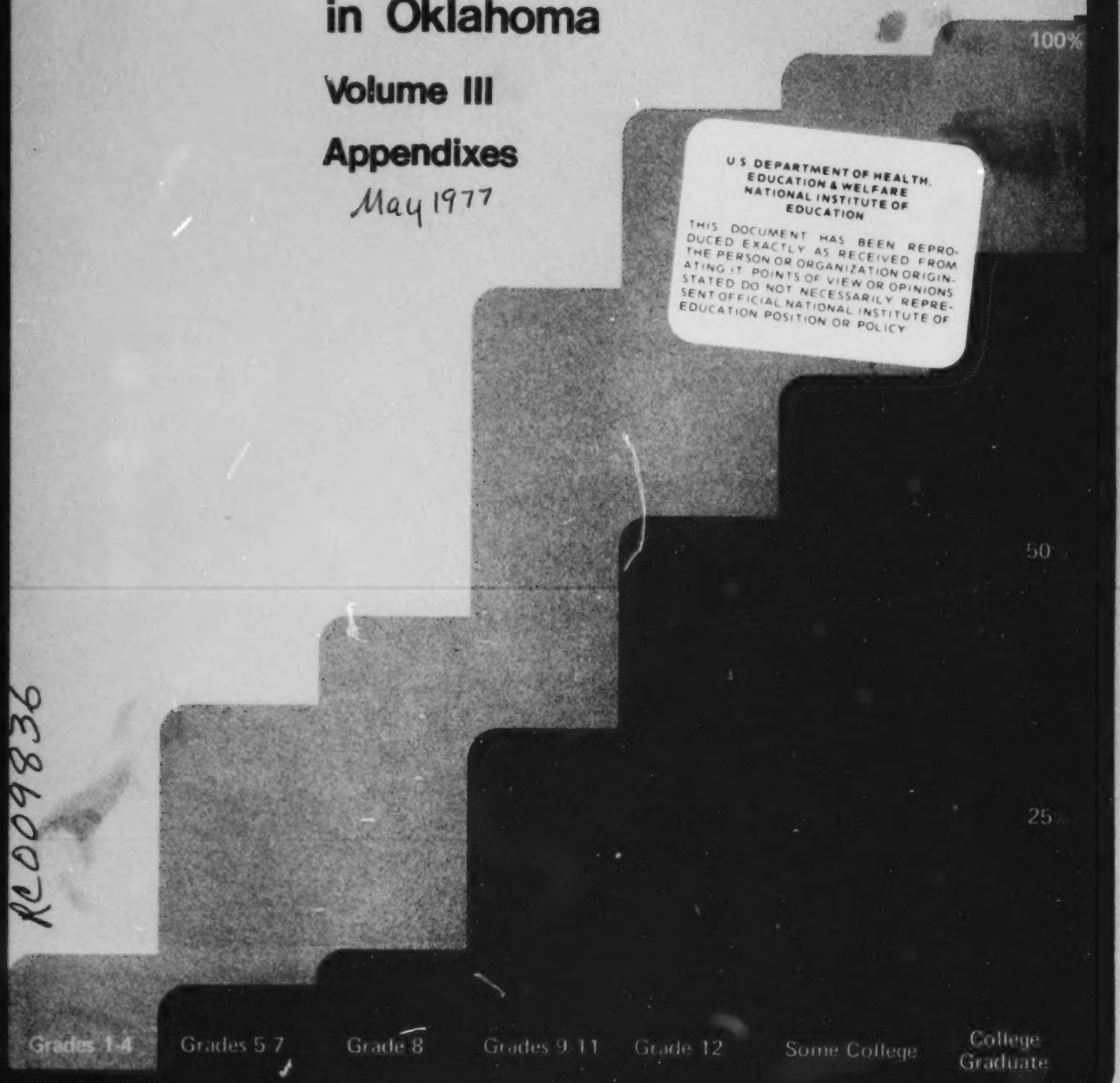

RC009836

Literacy and Education

among Adult Indians in Oklahoma

Volume III

Appendixes

FINAL REPORT

of the

Adult Indian Education Project
Southwest Center for Human Relations Studies
555 Constitution
Norman, Oklahoma 73037

Sponsored By

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APPENDIX 6

ADULT INDIAN EDUCATION PROJECT

SURVEY INSTRUMENT

Adult Indian Education Project

RESPONDENT IDENTIFICATION # _____ DATE _____

TRIBAL GROUP _____ LENGTH OF INTERVIEW _____

INTERVIEWER NAME _____ COUNTY OF INTERVIEW _____

ADDRESS (Town or City if Appropriate) _____

RESULTS OF CALLS

(Fill Out For Addresses At Which No Interview Was Obtained)

CALL NUMBER	1	2	3	4	COMMENTS
Date					
Day of Week					
Hour of Day					
Results					
Schedule for Call Back					

CODES: Non-Interviews Non-Sample

NAH--No One At Home
RNAH--Respondent Not At Home
TU--Temporarily Unavailable
REF--Refused
CI--Completed Interview

UFI--Unsuitable For Interview
MOV--Moved
HV--House Vacant
AND--Address Not A Dwelling
NSA--No Such Address
NER--No Eligible Respondent

HOUSEHOLD SURVEY
1

THUMB NAIL SKETCH

Interviewers Reaction to the Interview

ADULT INDIAN EDUCATION SURVEY
HOUSEHOLD SURVEY

INFORMANT INTERVIEW SCHEDULE: HOUSEHOLD COMPOSITION AND RESPONDENT SELECTION

Introduction:

I'm _____ with the University of Oklahoma Adult Indian Education Project and I'm in the area today to talk with Indians about their educational needs. Perhaps you have heard that we would be in the area through friends and neighbors or from someone else. I would like to speak with someone who lives here who would be able to answer some questions for this important study. We are getting information on what people feel to be the educational needs of adults. Before I decide who I can talk with here, I will need a few pieces of information. You s... in trying to find out what people around here think, we don't talk wi... everyone, instead we use sample procedures to tell us who to talk to. I want to emphasize from the beginning that all the things I say will be strictly confidential. Now could you help me with a couple of questions so that I can decide who I must talk to.

A. Could you please tell me how many people (adults and children) are currently living here? _____people

B. I don't need their names, but I would like to know their relationship to the oldest male. (RECORD ON HOUSEHOLD LISTING, LIST OLDEST MALE FIRST (OR IF NONE, OLDEST FEMALE) AND OTHERS IN ORDER OF PRESENTATION; RECORD SEX AND ASK WHEN NOT OBVIOUS.)

C. Is there anyone else in the family?... Is anyone living here who is not related to you?

D. I would like to know the ages of the people. How old is ...? (MENTION EACH ONE) (RECORD ACTUAL AGE ON HOUSEHOLD LISTING)

HOUSEHOLD LISTING

All persons by relation to head	Sex (M or F)	Age (Actual)	Indian Adult Eligibles (Check each)	No. of Eligible (See Instructions)	Respondent Selection (Check one)
1. Oldest (Male)					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

Respondent's sex: 1. Male___2. Female___ Respondent's age: ___ Years

3

INSTRUCTIONS FOR SELECTION OF RESPONDENT
FROM TRIBAL HOUSEHOLDS

After having obtained a listing of the household from the informant, you must judge which people on the list constitute eligibles for this study. A person is eligible for consideration as a respondent if he or she is older than 18, or if the person is married and/or has children. Unmarried or childless people under 18 are not eligible. Note each eligible by a check on the Household Listing.

Next, each eligible must be assigned a number to aid in the selection process. The numbering system is as follows: oldest male is #1, and then number all eligible males in descending order according to age... continue numbering with the oldest female in descending order to the youngest female. Enter numbers in the proper column on Household Listing.

After the eligible members have been assigned a number, refer to the random number table identified by number in the middle of this page to select the individual in the household who is to be interviewed. The left column in the table indicates the number of eligible members in the household. Locate the proper number for the household and find the number in the right column that is in the same row. This right column number identifies the individual who is to be interviewed and it corresponds with the numbering system used in the Household Listing for eligibles.

Date: _____ (Circle last number of day: use to select Random Table ___)

Random Tables for Selection of Respondents

Table 1

Total Number of Eligible Household Members	Number of Individual to be Interviewed
1	1
2	1
3	1
4	3
5	1
6	4
7	4
8 or more	3

Table 2

Total Number of Eligible Household Members	Number of Individual to be Interviewed
1	1
2	1
3	2
4	3
5	3
6	1
7	4
8 or more	4

Table 3

Total Number of Eligible Household Members	Number of Individual to be Interviewed
1	1
2	2
3	1
4	3
5	4
6	4
7	2
8 or more	4

Table 4

Total Number of Eligible Household Members	Number of Individual to be Interviewed
1	1
2	2
3	2
4	3
5	4
6	6
7	6
8 or more	6

Table 5

Total Number of Eligible Household Members	Number of Individual to be Interviewed
1	1
2	2
3	2
4	3
5	5
6	2
7	5
8 or more	8

Table 6

Total Number of Eligible Household Members	Number of Individual to be Interviewed
1	1
2	2
3	3
4	4
5	2
6	4
7	4
8 or more	7

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Part C

Table 7

Total Number of Eligible Household Members	Number of Individual to be Interviewed
1	1
2	1
3	3
4	3
5	3
6	3
7	1
8 or more	1

Table 8

Total Number of Eligible Household Members	Number of Individual to be Interviewed
1	1
2	1
3	1
4	4
5	2
6	3
7	5
8 or more	4

Table 9

Total Number of Eligible Household Members	Number of Individual to be Interviewed
1	1
2	2
3	1
4	4
5	1
6	3
7	6
8 or more	4

Table 10

Total Number of Eligible Household Members	Number of Individual to be Interviewed
1	1
2	1
3	3
4	2
5	2
6	4
7	1
8 or more	5

FIELD INTERVIEWER THUMBNAIL SKETCH: Space for comments on this non-interview section:

ADULT INDIAN EDUCATION PROJECT INTERVIEW

(If Necessary, Repeat Introduction for Respondent)

The Adult Indian Education Project is going to ask you questions about materials and situations you often find in your daily life. Included are questions that fall within five major areas. These areas are consumer economics, health education, legal education, community resources and occupational knowledge.

During this interview, you will be asked to examine some materials and answer questions about them. Most of the questions have been constructed in a case study format, that is, we have attempted to ask the question from the point of view of a typical Native American family, Joe and Ellen Bigcrow.

Q 1. First of all I need to know did you enumerate yourself as an Indian on the 1970 census?

Now, here is the first set of questions. To practice answering items let's do an example. (HAND CARD TO RESPONDENT). Here is a movie ad from the Riverdale Plaza. I am going to ask you two practice questions about this ad. Joe and Ellen Bigcrow want to go to the movies at the Riverdale Plaza.

(CARD 1) Q 2A. Give the name of one of the movies playing at the Riverdale Plaza.

1. _____ Movie
2. ___ Can't read this
3. ___ Can't see
4. ___ Don't know
5. ___ No answer

(SAME CARD) Q 2B. What time is the first show in the evening?

1. _____
2. ___ Don't know
3. ___ No answer

If you found these example questions easy to answer, remember that during the interview there will be both easy and perhaps difficult questions. For the next part of the interview, I would like to ask you job questions both Joe and Ellen Bigcrow are facing. Joe is 45 years old, is married and has three children to support.

(CARD 2) Q 3. What kind of job would Joe look for? One with:

1. ___ Job with a late shift (3-11 p.m.)
2. ___ Little experience required
3. ___ Job requiring a lot of travel
4. ___ Job security
5. ___ Don't know
6. ___ No answer

Ellen Bigcrow just took a vocational entrance test at a company's personnel office. She made high scores in clerical and mathematics areas.

(CARD 3) Q 4. Which job best fits Ellen's scores?

1. ___ Maid
2. ___ Payroll clerk
3. ___ Assembly line worker
4. ___ Telephone receptionist
5. ___ Don't know
6. ___ No answer

The XYZ Used Car Agency charged Joe Bigcrow 15% to finance a used car. The car they sold Joe costs $1,000.

(CARD 4) Q 5. If Joe wants to pay XYZ Car Agency $115 monthly payments, how many months will it take him to pay the cost and finance charge for the car?

1. ___ 4
2. ___ 8
3. ___ 10
4. ___ 100
5. ___ Don't know
6. ___ No answer

Joe and Ellen Bigcrow have recently taken out a car and medical insurance policy as is shown below.

(CARD 5) Q 6. If Joe Bigcrow is admitted to a non-member hospital as a bed patient, how much of the cost will he have to pay himself?

1. _____
2. ___ Don't know
3. ___ No answer

Joe and Ellen have been looking over a portion of the want ads section from a newspaper. He's still looking to find kinds of available work.

(CARD 6) Q 7. Which ad number should Joe answer first if he wants to work as a construction laborer?

1. _____
2. ___ Don't know
3. ___ No answer

(SAME CARD 6) Q 8. What is the salary of a Social Worker-Trainee?

1. _____
2. ___ Don't know
3. ___ No answer

Ellen Bigcrow could make $3.00 per hour and work a 20 hour week as a Dental Assistant (Ad 12) and is paid time and a half for more than 20 hours per week.

(SAME CARD 6) Q 9. How much did she earn the week she worked 23 hours?

1. _____
2. ___ Don't know
3. ___ No Answer

You are going to help Joe and Ellen Bigcrow fill out their tax return for 1975.

(CARD 7) and (CARD 8) Q 10. If Joe and Ellen are married and filing a joint return and they earn $7894.32, using the TAX TABLE (CARD 8), what amount should they write in line 16(a)?

1. _____
2. ___ Don't Know
3. ___ No Answer

(SAME CARD 7) Q 11. What amount should they write in the line 16(b)?

1. _____
2. ___ Don't Know
3. ___ No Answer

The store that cashes Joe and Ellen Bigcrow's checks has the following sign in the cashier's window. Use this information to answer the following question.

(CARD 9) Q 12. This policy means that if Joe cashes a check for $60.00, the store will charge him

1. ___ 15 cents
2. ___ 20 cents
3. ___ 25 cents
4. ___ 30 cents
5. ___ Don't Know
6. ___ No Answer

In this section we will ask you questions about this grocery ad which Joe and Ellen Bigcrow have seen in their local newspaper.

(CARD 10) Q 13. What is the price of a 12 ounce package of tomatoes?

1. _____
2. ___ Don't Know
3. ___ No Answer

(SAME CARD 10) Q 14. Name three kinds of sausages sold at the L&M Market.

1. _____, _____, _____
2. ___ Don't Know
3. ___ No Answer

When Ellen Bigcrow went to the store, she found that tuna, macaroni, peaches and spinach were on sale.

(CARD 11) Q 15. If she wants a high-protein dinner, which one of these items should she buy?

1. ___ Tuna
2. ___ Macaroni
3. ___ Peaches
4. ___ Spinach
5. ___ Don't Know
6. ___ No Answer

Mrs. Bigcrow is trying to budget her money. She keeps a list of how much she spends each day. The list (CARD 12) shows how much she spent on Monday.

(CARD 12) Q 16. How much did Ellen Bigcrow pay in sales taxes on Monday?

1. _____
2. ___ Don't Know
3. ___ No Answer

We have been talking about the money matters facing Joe and Ellen Bigcrow. I would like to talk about some other concerns of the Bigcrow family. Joe and Ellen Bigcrow came across this article (Hand CARD 13) about health and alcohol use in their community. Please read this article as Joe and Ellen Bigcrow did and answer the following question.

(CARD 13) Q 17. What are three signs of a definite alcoholic?

1. _____, _____, _____
2. ___ Don't Know
3. ___ No Answer

Joe and Ellen are concerned about health for their family. Ellen wants to know about signs of diabetes.

(NO CARD) Q 18. What are two physical symptoms of diabetes?

1. _____
2. _____
3. ___ Don't Know
4. ___ No Answer

Joe Bigcrow is having his yearly physical checkup. The nurse says his temperature is normal.

(NO CARD) Q 19. What is the normal human temperature?

1, _____
2. ___ Don't Know
3. ___ No Answer

Joe and Ellen are going to buy some things to put in a medicine cabinet.

(CARD 14) Q 20. From this list of items which would you suggest they not include in that medicine cabinet?

1. ___ Unlabelled medicine
2. ___ Bandages
3. ___ Burn ointment
4. ___ Cotton balls
5. ___ Iodine
6. ___ Don't Know
7. ___ No Answer

Ellen Bigcrow is an expectant mother and is concerned about her unborn baby's welfare.

(CARD 15) Q 21. Which of the following items do not endanger an unborn baby's welfare?

1. ___ Smoking
2. ___ Eating fruit
3. ___ Taking drugs
4. ___ Using alcohol
5. ___ Don't Know
6. ___ No Answer

Joe and Ellen also have some children and want to be sure to keep the children healthy.

(CARD 16) Q 22. Which of the following items are safe for children?

1. ___ Pills
2. ___ Sharp knives
3. ___ Iodine
4. ___ Dolls
5. ___ Bleach
6. ___ Don't Know
7. ___ No Answer

We've been talking about some of the health issues surrounding Ellen and Joe Bigcrow's life. I would now like to ask you some questions concerning some of the legal aspects among this typical Native American family. Here's a notice on a company bulletin board.

(CARD 17) Q 23. What does this notice mean?

1. ___ All people working for ABC are given regular chances for promotion.
2. ___ A person doesn't have to meet job requirements to apply for jobs at ABC.
3. ___ When ABC hires someone, they do without regard to race, creed, sex and national origin.
4. ___ Anyone can work at ABC.
5. ___ Don't Know
6. ___ No Answer

Ellen Bigcrow has complained about a local store. She thinks the salesman in the store is trying to sell her a radio for more than the advertised price.

(NO CARD) Q 24. Where should she go first for help?

1. _____
2. ___ Don't Know
3. ___ No Answer

Joe was picked up by the police near the ACE Liquor Mart shortly after it was robbed. The police asked him at the jail to sign a confession.

(CARD 18) Q 25. Looking at this list of statements which one tells why Joe did not sign the confession?

1. ___ I
2. ___ II
3. ___ III
4. ___ Don't Know
5. ___ No Answer

Joe and Ellen Bigcrow are thinking about moving into an apartment, but must sign an apartment lease. Joe is attempting to find out various conditions of the agreement, who is responsible for what, etc.

(CARD 19) Q 26. According to the first paragraph of the lease, whose permission must you have to install a washing machine in the apartment?

1. _____
2. ___ Don't Know
3. ___ No Answer

(SAME CARD 19) Q 27. According to the third paragraph of the lease, whose refrigerator and range are used in the apartment?

1. _____
2. ___ Don't Know
3. ___ No Answer

(SAME CARD 19) Q 28. Give the number of days "notice" the landlord must give before he can evict?

1. _____ days
2. ___ Don't Know
3. ___ No Answer

Jane D. Bigcrow, the daughter of Ellen and Joe Bigcrow, is applying for a social security card. She is 18 years old. Her mother's maiden name is Ellen Sue Hawkins and her father is Joseph Ray Bigcrow. Use this card information and the form card to answer the following question.

(CARD 20) Q 29. What information should she put in the space labelled "5"?

1. ___ Jane D. Bigcrow
2. ___ Ellen Sue Hawkins
3. ___ Joseph Ray Bigcrow
4. ___ Bigcrow, Jane D.
5. ___ Don't know
6. ___ No Answer

Now I would like to ask you just a few last questions before I leave. Some of these are more on the personal side than others I have asked, but I want to remind you that the answers will be confidential and no one will know who you are.

Q 30a. Our first question is about your tribal affiliation. What tribe are you a member of? (RECORD VERBATIM IN ORDER OF MENTION)

_____

Q 30b. What tribal language do you speak (if any)? _____

Q 30c. If any, do you prefer this language to English? _____

Q 31. What is your blood quantum...How much Indian blood do you have? (CHECK ONE)

1. ___ 4/4
2. ___ 3/4 to 4/4
3. ___ 1/2 to 3/4
4. ___ 1/4 to 1/2
5. ___ less than 1/4
6. ___ Don't know
7. ___ No answer

Q 32. Are you presently married, separated, divorced, widowed, or have you never been married? (CHECK ONE)

1. ___ Married
2. ___ Separated
3. ___ Divorced
4. ___ Widowed
5. ___ Never Married
6. ___ No answer

(IF RESPONDENT DOES NOT HAVE A SPOUSE, SKIP TO QUESTION 36)

Q 33. What about your husband/wife, is he/she an Indian?

1. ___ Yes
2. ___ No
3. ___ No answer inappropriate

Q 34. What is his/her tribal membership? (RECORD VERBATIM IN ORDER OF MENTION)

_____

Q 35. What about his/her blood quantum?

1. ___ 4/4
2. ___ 3/4 to 4/4
3. ___ 1/2 to 3/4
4. ___ 1/4 to 1/2
5. ___ less than 1/4
6. ___ Don't know
7. ___ No Answer

Q 36. Did you attend a BIA school or a public school?

1. ___ BIA school
2. ___ Public School
3. ___ Mostly BIA schooling
4. ___ Mostly Public schooling
5. ___ Neither (specify _____)
6. ___ No Answer

Q 37. What is the highest grade of school you completed? (RECORD ACTUAL GRADE)

1. ___ Grade completed
2. ___ No Answer

Q 38. Have you received a high school diploma or passed a high school equivalence test? Which one?

1. ___ High school diploma
2. ___ Equivalence test
3. ___ Neither
4. ___ No Answer

Q 39. Have you attended any college and what grade did you complete?

1. ___ No (SKIP TO QUESTION 41)
2. ___ Yes RECORD ACTUAL GRADE (13, 14, 15 FOR SOME COLLEGE RECORD 16 FOR COLLEGE B.A. DEGREE)

Q 40. What degree(s) did you obtain? (RECORD VERBATIM IN ORDER OF MENTION)

_____

Q 41. Have you had any other schooling (CHECK YES FOR NON-COLLEGE TRAINING SUCH AS TECHNICAL, VOCATIONAL SCHOOL, ADULT EDUCATION PROGRAMS, CONTINUING EDUCATION)

1. ___ Yes
2. ___ No (SKIP TO QUESTION 44)
3. ___ No Answer

Q 42. What is the name(s) and types of training you attended?

_____

_____

Q 43. Who provided the training? That is, what group did the training?

_____

Q 44. What is your occupation...; that is, what sort of work do you do?

_____

Q 45. Does this kind of occupation make full use of your training and experience?

1. ___ Yes
2. ___ No
3. ___ Don't Know
4. ___ No Answer

Q 46. What are the number of jobs you have held in the last 10 years?

1. _____
2. ___ Don't know
3. ___ No Answer

Q 47. Give the name of the job you would like to apply to most? (specify)

_____

Q 48a. Where do you get most of your news about current tribal events in this community; from the radio, the newspaper, TV or talking to people? (RECORD VERBATIM IN ORDER)

_____

Q 48b. What tribal events do you participate in? _____

_____

Q 49. What are some of your organizational affiliations; that is, what organizational groups do you involve yourself in? (RECORD VERBATIM IN ORDER)

_____

Q 50. What are some of your community affiliations; that is, what community groups do you involve yourself in? (RECORD VERBATIM IN ORDER)

_____

Q 51. Describe any interests; hobbies; arts and crafts; skills; or other activities not mentioned (RECORD VERBATIM)

_____

_____

_____

_____

To get an accurate picture of people's financial situation, we need to know about...

Q 52. How much you and your husband/wife earn/receive from all sources each month. I mean before taxes, or any deductions?

1. ___ Under $100 per month
2. ___ $100-149
3. ___ $150-199
4. ___ $200-249
5. ___ $250-299
6. ___ $300-349
7. ___ $350-399
8. ___ $400-499
9. ___ $500-599
10. ___ $600-699
11. ___ $700-899
12. ___ Over $900
88. ___ Don't Know
99. ___ No Answer, Inappropriate

To assist us in our survey, we are interested in finding out about how often Indian people go out in the evening at various times and on various days of the week. I wonder if you would mind telling me...

Q 53. Did you happen to be at home yesterday at just about this time?

1. ___ Yes
2. ___ No
3. ___ No Answer

Q 54. How about the day before that at this time?

1. ___ Yes
2. ___ No
3. ___ No Answer

Q 55. And how about the day before that?

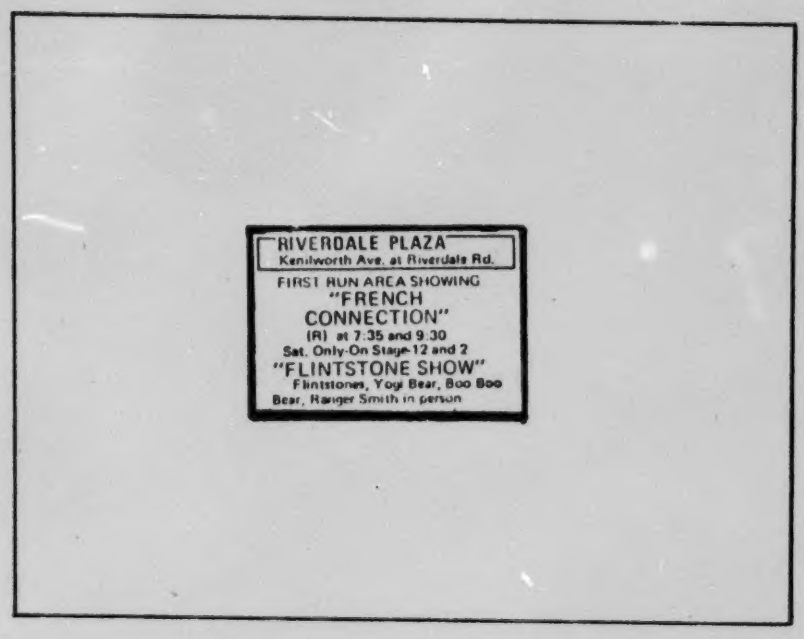
1. ___ Yes
2. ___ No
3. ___ No Answer

Q 56. And the day before that?

1. ___ Yes
2. ___ No
3. ___ No Answer

Card f1

THEATRE AD



Card #2

1. JOB WITH A LATE SHIFT
2. LITTLE EXPERIENCE
3. JOB REQUIRING A LOT OF TRAVEL
4. JOB SECURITY

Card #3

1. MAID
2. PAYROLL CLERK
3. ASSEMBLY LINE WORKER
4. TELEPHONE RECEPTIONIST

Card #4

XYZ USED CAR AGENCY

FINANCE RATE 15%

. . . . . .

USED CAR COST $1,000

MONTHLY PAYMENT $115

1. 4 MONTHS
2. 8 MONTHS
3. 10 MONTHS
4. 100 MONTHS

25

Card #5

NON-MEMBER HOSPITAL BENEFITS

When any participant is admitted as a bedpatient to a Non-member Hospital, this insurance will provide benefits equal to 75% of the total value of the benefits that would have accrued if the same care had been furnished by a Member Hospital. For in-patient care in Member Hospitals, this insurance will pay the full daily cost. For out-patient care, the benefits are the same for both Member and Non-Member Hospitals.

First used by Adult Performance Level Project
(U.S. Office of Education)
at the University of Texas at Austin

Card #6

WANT ADS

1 TRUCK DRIVER - must have commercial license. Full company benefits with profit sharing. An Equal Opportunity Employer. Contact Ed Kissman, Calcasieu Lumber Company, 256-2201

2 NEEDED BACKHOE and front end loader operators, grail operators for truck grail. Also, laborers for water and sewer line construction. Leave message, 255-2484

3 APT. MANAGING COUPLE
48 unit complex in University area. Furnished apartment and salary. Experience essential. 465-9927, 453-4545 452-3314

4 SOCIAL WORKER TRAINEE — $400 month. High school? Single? Ability relevant? Benefits? Call now 466-6111, Republic Personnel Service 2161 South IH 35

5 IMMEDIATE OPENING for a construction laborer with some knowledge of construction. 345-3340, ask for Archuleta

6 IF YOU'RE INTERESTED in earning $1550 a month part time with an investment of $3900 fully returnable, call Mr. Williams COLLECT. 315—547 7900

7 TRAINEE
Tired of hearing "need experience"? Knowledge of simple bookkeeping, a good phone voice, and a desire to learn will be appreciated in this friendly office where you can learn an exciting and rewarding career. Good hours - push offices. Call Lin 454 9361 Evins Personnel Consultants 920 Rowlett.

8 OUTPOST BARBECUE - need permanent, full and part time help. No experience necessary. 13020 Research. 452 3661

LEGAL-AIDE

9 Professional attitude and sparkling personality will win your application for this legal law office secretarial post. $ 900 Both Page 454-6011 Banking & Banking Employment Svc 231 Hancock Ctr

10 MECHANIC AND-OR driveway help. Brown's Exxon, 3720 FM 2222, 453-9162

11 CONTROLLER - AGGRESSIVE Accounting degree. Experienced budgeting, bookkeeping, costing, mergers, personnel, computers - 5 years minimum key position with expanding professional service firm. Reply to Box 2-998, American Statesman.

12 DENTAL ASSISTANT 20 hours weekly — will train. Write Box 8-96 American Statesman

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(U.S. Office of Education)
at the University of Texas at Austin

Card #7

Form 1040 US Department of the Treasury—Internal Revenue Service Individual Income Tax Return 1975

For the year January 1-December 31, 1975, or other taxable year beginning . . . . . , 1975, ending . . . . . , 19

Please print or type

Name (If joint return, give first names and initials of both): Joe & Ellen — Last name: Bigcrow

Present home address (Number and street, including apartment number, or rural route): 13 Bell St

City, town or post office, State and ZIP code: Brokepoint Oklahoma 73009

Your social security number: 205 30 7745

Spouse's social security no.: 080 21 7001

For Privacy Act Notification, see page 2 of Instructions.

For IRS use only

Occupation: Yours ► Construction laborer; Spouse's ► Housewife

Requested by Census Bureau for Revenue Sharing: A In what city, town, village, etc., do you live? Brokepoint — B Do you live within the legal limits of the city, town, etc.? ☑ Yes ☐ No ☐ Don't know — C In what county and State do you live? County Hudson State Okla. — D In what township do you live? (See page 4.) Brokepoint

Filing Status (check only ONE box)

1 ☐ Single

2 ☑ Married filing joint return (even if only one had income)

3 ☐ Married filing separately. If spouse is also filing give spouse's social security number in designated space above and enter full name here ►

4 ☐ Unmarried Head of Household (See page 5 of Instructions) ►

5 ☐ Qualifying widow(er) with dependent child (Year spouse died ► 19). See page 5 of Instructions.

Exemptions

6a ☑ Regular ☑ Yourself ☑ Spouse — Enter number of boxes checked ► 2

b First names of your dependent children who lived with you Joe — Enter number ► 1

c Number of other dependents (from line 27) ► 0

d Total (add lines 6a, b, and c) ► 3

e Age 65 or over ☐ Yourself ☐ Spouse — Blind ☐ Yourself ☐ Spouse — Enter number of boxes checked ► 0

7 Total (add lines 6d and e) ► 3

8 Presidential Election Campaign Fund — Do you wish to designate $1 of your taxes for this fund? ☑ Yes ☐ No — If joint return, does your spouse wish to designate $1? ☑ Yes ☐ No — Note: If you check the "Yes" box(es) it will not increase your tax or reduce your refund.

Please attach Copy B of Forms W-2 here

Income

9	Wages, salaries, tips, and other employee compensation (Attach Forms W-2. If unavailable, see page 3 of Instructions.)	9	7894 32
10a	Dividends (See pages 7 and 11 of Instructions) $, 10b Less exclusion, $, Balance ► (If gross dividends and other distributions are over $400, list in Part I of Schedule B.)	10c	0 00
11	Interest income. [If $400 or less, enter total without listing in Schedule B / If over $400, enter total and list in Part II of Schedule B]	11	0 00
12	Income other than wages, dividends, and interest (from line 36)	12	0 00
13	Total (add lines 9, 10c, 11, and 12)	13	7894 32
14	Adjustments to income (such as "sick pay," moving expenses, etc. from line 42)	14	0 00
15	Subtract line 14 from line 13 (Adjusted Gross Income) (If less than $4,000, see page 8 of Instructions on "Earned Income Credit")	15	7894 32

- If you do not itemize deductions and line 15 is under $15,000, find tax in Tables and enter on line 16a.
- If you itemize deductions or line 15 is $15,000 or more, go to line 43 to figure tax.
- CAUTION. If you have unearned income and can be claimed as a dependent on your parent's return, check here ► ☐ and see page 7 of Instructions.

Please attach Check or Money Order here

Tax, Payments and Credits

16a	Tax, check if from: ☑ Tax Tables ☐ Schedule D ☐ Tax Rate Schedule X, Y, or Z ☐ Schedule G OR ☐ Form 4726	16a	
b	Credit for personal exemptions (multiply line 6d by $30)	b	
c	Balance (subtract line 16b from line 16a)	c	
17	Credits (from line 54)	17	0 00
18	Balance (subtract line 17 from line 16c)	18	
19	Other taxes (from line 63)	19	0 00
20	Total (add lines 18 and 19)	20	
21a	Total Federal income tax withheld (attach Forms W-2 or W-2P to front)	21a	
b	1975 estimated tax payments (include amount allowed as credit from 1974 return)	b	
c	Earned income credit	c	
d	Amount paid with Form 4868	d	
e	Other payments (from line 67)	e	
22	Total (add lines 21a through e)	22	

Pay amount on line 23 in full with this return. Write social security number on check or money order and make payable to Internal Revenue Service.

Balance Due or Refund

23	If line 20 is larger than line 22, enter BALANCE DUE IRS ► (Check here ► ☐ if Form 2210, Form 2210F, or statement is attached. See page 8 of Instructions.)	23	
24	If line 22 is larger than line 20, enter amount OVERPAID ►	24	
25	Amount of line 24 to be REFUNDED TO YOU ►	25	
26	Amount of line 24 to be credited on 1976 estimated tax ► 26		

If all of overpayment (line 24) is to be refunded (line 25), make no entry on line 26.

Sign here

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Your signature — Date

Spouse's signature (if filing jointly, BOTH must sign even if only one had income)

Preparer's signature (other than taxpayer) — Date

Address (and ZIP Code)

23

First used by Adult Performance Level Project
(U.S. Office of Education)
at the University of Texas at Austin

Card #8

TAX TABLE

Table 3 -- Returns claiming THREE exemptions (and not itemizing deductions)

If line 15 (adjusted gross income) is—		And you are—					If line 15 (adjusted gross income) is—		And you are—					If line 15 (adjusted gross income) is—		And you are—				
At least	But less than	A. Single not head of household	B. Head of household	C. Married filing joint return	D. Married filing separate return claiming— Low income allowance	D. Married filing separate return claiming— Standard deduction	At least	But less than	A. Single not head of household	B. Head of household	C. Married filing joint return	D. Married filing separate return claiming— Low income allowance	D. Married filing separate return claiming— Standard deduction	At least	But less than	A. Single not head of household	B. Head of household	C. Married filing joint return	D. Married filing separate return claiming— Low income allowance	D. Married filing separate return claiming— Standard deduction
		Your tax is—							Your tax is—							Your tax is—				
0	2,675	0	0	0	0	0	5,050	5,100	181	176	130	289	312	7,800	7,850	685	656	565	828	761
2,675	2,700	0	0	0	0	1	5,100	5,150	189	184	137	297	320	7,850	7,900	695	665	573	839	770
2,700	2,725	0	0	0	0	4	5,150	5,200	197	192	144	306	328	7,900	7,950	706	674	582	850	780
2,725	2,750	0	0	0	0	7	5,200	5,250	205	200	151	315	336	7,950	8,000	716	684	590	861	789
2,750	2,775	0	0	0	0	10	5,250	5,300	213	208	159	324	344	8,000	8,050	727	693	599	872	798
2,775	2,800	0	0	0	0	13	5,300	5,350	221	216	166	334	352	8,050	8,100	737	703	607	883	807
2,800	2,825	0	0	0	0	16	5,350	5,400	229	224	174	343	360	8,100	8,150	748	712	616	894	817
2,825	2,850	0	0	0	0	19	5,400	5,450	238	232	181	353	368	8,150	8,200	758	722	625	905	828
2,850	2,875	0	0	0	0	22	5,450	5,500	246	240	189	362	376	8,200	8,250	769	731	634	916	839
2,875	2,900	0	0	0	0	25	5,500	5,550	255	248	196	372	384	8,250	8,300	779	741	644	927	850
2,900	2,925	0	0	0	0	28	5,550	5,600	263	256	204	381	392	8,300	8,350	790	750	653	938	861
2,925	2,950	0	0	0	0	30	5,600	5,650	272	264	211	391	400	8,350	8,400	800	760	663	949	872
2,950	2,975	0	0	0	0	33	5,650	5,700	280	272	219	400	408	8,400	8,450	811	769	672	960	883
2,975	3,000	0	0	0	0	36	5,700	5,750	289	280	226	410	416	8,450	8,500	821	779	682	971	894
3,000	3,050	0	0	0	0	41	5,750	5,800	297	288	234	419	424	8,500	8,550	832	788	691	982	905
3,050	3,100	0	0	0	0	47	5,800	5,850	306	296	241	429	432	8,550	8,600	842	798	701	993	916
3,100	3,150	0	0	0	0	53	5,850	5,900	315	305	249	438	440	8,600	8,650	853	807	710	1,004	927
3,150	3,200	0	0	0	0	58	5,900	5,950	324	314	256	448	448	8,650	8,700	863	817	720	1,015	938
3,200	3,250	0	0	0	4	64	5,950	6,000	334	323	264	457	456	8,700	8,750	874	826	729	1,026	949
3,250	3,300	0	0	0	11	70	6,000	6,050	343	332	271	467	464	8,750	8,800	884	836	739	1,037	960
3,300	3,350	0	0	0	18	76	6,050	6,100	353	341	279	476	472	8,800	8,850	895	845	748	1,048	971
3,350	3,400	0	0	0	25	83	6,100	6,150	362	350	286	486	480	8,850	8,900	905	855	758	1,059	982
3,400	3,450	0	0	0	32	89	6,150	6,200	372	359	294	495	488	8,900	8,950	916	864	767	1,070	993
3,450	3,500	0	0	0	39	95	6,200	6,250	381	368	302	505	496	8,950	9,000	926	874	777	1,081	1,004
3,500	3,550	0	0	0	46	102	6,250	6,300	391	377	310	514	504	9,000	9,050	937	883	786	1,092	1,015
3,550	3,600	0	0	0	53	108	6,300	6,350	400	386	318	524	512	9,050	9,100	947	893	796	1,103	1,026
3,600	3,650	0	0	0	60	114	6,350	6,400	410	395	326	533	520	9,100	9,150	958	902	805	1,114	1,037
3,650	3,700	0	0	0	67	121	6,400	6,450	419	404	334	543	528	9,150	9,200	968	912	815	1,125	1,048
3,700	3,750	0	0	0	74	127	6,450	6,500	429	413	342	552	536	9,200	9,250	979	921	824	1,136	1,059
3,750	3,800	0	0	0	81	133	6,500	6,550	438	422	350	562	544	9,250	9,300	989	931	834	1,149	1,070
3,800	3,850	0	0	0	89	139	6,550	6,600	448	431	358	571	552	9,300	9,350	1,000	940	843	1,161	1,081
3,850	3,900	4	4	0	96	146	6,600	6,650	457	440	366	581	560	9,350	9,400	1,010	950	853	1,174	1,092
3,900	3,950	11	11	0	104	153	6,650	6,700	467	449	374	590	568	9,400	9,450	1,021	959	862	1,186	1,103
3,950	4,000	18	18	0	111	159	6,700	6,750	476	458	382	600	576	9,450	9,500	1,031	969	872	1,199	1,114
4,000	4,050	25	25	0	119	166	6,750	6,800	486	467	390	609	584	9,500	9,550	1,042	978	881	1,211	1,125
4,050	4,100	32	32	0	126	173	6,800	6,850	495	476	398	619	592	9,550	9,600	1,052	988	891	1,224	1,136
4,100	4,150	39	39	0	134	179	6,850	6,900	505	485	406	628	600	9,600	9,650	1,063	997	900	1,236	1,149
4,150	4,200	46	46	4	141	186	6,900	6,950	514	494	414	638	608	9,650	9,700	1,073	007	910	1,249	1,161
4,200	4,250	53	53	11	149	193	6,950	7,000	524	503	422	647	616	9,700	9,750	1,084	016	919	1,261	1,174
4,250	4,300	60	60	18	157	200	7,000	7,050	533	512	430	657	624	9,750	9,800	1,094	026	929	1,274	1,186
4,300	4,350	67	67	25	165	206	7,050	7,100	543	521	438	666	632	9,800	9,850	1,105	035	938	1,286	1,199
4,350	4,400	74	74	32	173	213	7,100	7,150	552	530	446	676	640	9,850	9,900	1,116	1,046	948	1,299	1,211
4,400	4,450	81	81	39	181	220	7,150	7,200	562	539	454	685	648	9,900	9,950	1,128	1,057	957	1,311	1,224
4,450	4,500	89	88	46	189	227	7,200	7,250	571	548	463	696	656	9,950	10,000	1,140	1,068	967	1,324	1,236
4,500	4,550	96	95	53	197	234	7,250	7,300	581	557	471	707	664	10,000	10,050	1,151	1,078	976	1,336	1,249
4,550	4,600	104	102	60	205	241	7,300	7,350	590	566	480	718	672	10,050	10,100	1,161	087	986	1,349	1,261
4,600	4,650	111	109	67	213	248	7,350	7,400	600	575	488	729	680	10,100	10,150	1,171	096	995	1,361	1,274
4,650	4,700	119	116	74	221	255	7,400	7,450	609	584	497	740	688	10,150	10,200	1,181	105	1,005	1,374	1,286
4,700	4,750	126	123	81	229	262	7,450	7,500	619	593	505	751	696	10,200	10,250	1,191	115	1,014	1,386	1,299
4,750	4,800	134	130	88	238	269	7,500	7,550	628	602	514	762	706	10,250	10,300	1,201	1,124	1,024	1,399	1,311
4,800	4,850	141	137	95	246	277	7,550	7,600			522	773	715	10,300	10,350	1,212	1,133	1,033	1,411	1,324
4,850	4,900	149	144	102	255	284	7,600	7,650			531	784	724	10,350	10,400	1,222	1,142	1,043	1,424	1,336
4,900	4,950	157	152	109	263	291	7,650	7,700			539	795	733	10,400	10,450	1,232	1,152	1,052	1,436	1,349
4,950	5,000	165	160	116	272	298	7,700	7,7				806	743							
5,000	5,050	173	168	123	280	305	7,750	7				817	752							

Continued next page

First used by Adult Performance Level Project
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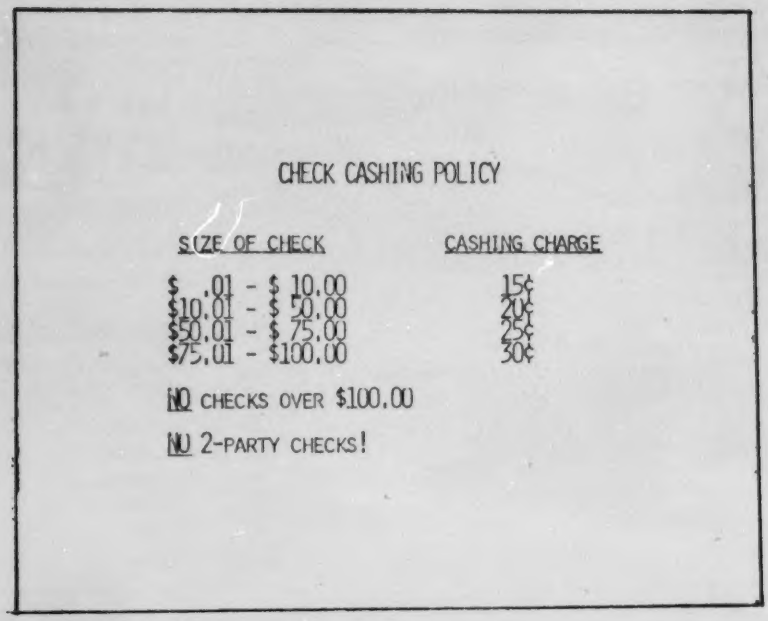
at the University of Texas at Austin

Card #9



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at the University of Texas at Austin

Card #10

grocery ad

Cpyt'd Material deleted

© Marilyn Lichtman 1972
Reading/Everyday Activities in Life instrumen
CAL PRESS Inc.
76 Madison Ave.
New York, N.Y. 10016

Card #11

HIGH PROTEIN FOODS

1. TUNA
2. MACCARONI
3. PEACHES
4. SPINACH

Card #12

MONDAY EXPENSES

ITEM	PRICE	TAX	TOTAL COST
GROCERIES	$25.50	.77	$26.27
RADIO	$15.36	.46	$15.82
LUNCH	$ 2.93	.11	$ 2.84
MOVIE	$ 1.50	.05	$ 1.55
MEDICINE	$ 2.30	.06	$ 2.36

Card #13

DOES YOUR DRINKING CAUSE PROBLEMS?

To answer this question, ask yourself the following questions and answer them as honestly as you can?

	YES	NO
1. Do you lose time from work due to drinking?	___	___
2. Is drinking making your home life unhappy?	___	___
3. Do you drink because you are shy with other people?	___	___
4. Is drinking affecting your reputation?	___	___
5. Have you ever felt remorse after drinking?	___	___
6. Have you gotten into financial difficulties as a result of drinking?	___	___
7. Do you turn to lower companions and an inferior environment when drinking?	___	___
8. Does your drinking make you careless of your family's welfare?	___	___
9. Has your ambition decreased since drinking?	___	___
10. Do you crave a drink at a definite time of day?	___	___
11. Do you want a drink the next morning?	___	___
12. Does drinking cause you to have difficulty in sleeping?	___	___
13. Has your efficiency decreased since drinking?	___	___
14. Is drinking jeopardizing your job or business?	___	___
15. Do you drink to escape from worries or trouble?	___	___
16. Do you drink alone?	___	___
17. Have you ever had a complete loss of memory as a result of drinking?	___	___
18. Has your physician ever treated you for drinking?	___	___
19. Do you drink to build up your self-confidence?	___	___
20. Have you ever been to a hospital or institution on account of drinking?	___	___

If you have answered YES to any one of the questions, there is a definite warning that you may be alcoholic.

If you have answered YES to any two, the chances are that you are an alcoholic.

If you have answered YES to three or more, you are definitely an alcoholic.

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Card #14

MEDICINE CABINET ITEMS

1. Unlabled medicine
2. Bandages
3. Burn Ointment
4. Cotton Balls
5. Iodine

Card #15

ITEMS ENDANGERING

UNBORN BABIES WELFARE

1. Smoking
2. Eating Fruit
3. Taking Drugs
4. Using Alcohol

Card #16

ITEMS SAFE FOR CHILDREN

1. Pills
2. Sharp Knives
3. Iodine
4. Dolls
5. Bleach

Card #17

ABC COMPANY
We are an Equal Opportunity Employer

1. ALL PEOPLE WORKING FOR ABC ARE GIVEN REGULAR CHANCES FOR PROMOTION.
2. A PERSON DOESN'T HAVE TO MEET JOB REQUIREMENTS TO APPLY FOR JOBS AT ABC.
3. WHEN ABC HIRES SOMEONE, THEY DO SO WITHOUT REGARD TO RACE, CREED, SEX, OR NATIONAL ORIGIN.
4. ANYONE CAN WORK AT ABC.

First used by Adult Performance Level Project
(U.S. Office of Education)
at the University of Texas at Austin

Card #18

LEGAL RIGHTS

I. YOU HAVE THE RIGHT TO APPEAL ANY DECISION OF THE COURT.

II. YOU HAVE THE RIGHT TO REMAIN SILENT AND NOT TO ANSWER ANY QUESTIONS.

III. YOU HAVE THE RIGHT TO SERVE AS YOUR OWN LAWYER.

Card #19

LEASE

Cpyrtd material deleted

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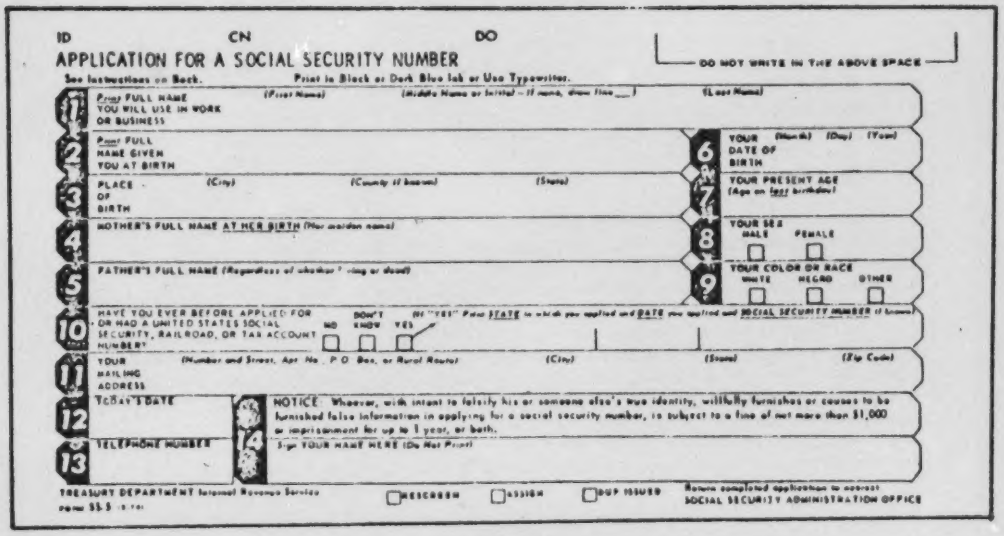
© Marilyn Lichtman 1972
Reading/Everyday Activities in Life instrument
CAL PRESS Inc.
76 Madison Ave.
New York, N.Y. 10016

Card #20

APPLICATION FOR SOCIAL SECURITY CARD



ID CN DO

APPLICATION FOR A SOCIAL SECURITY NUMBER

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial — if none, draw line ___) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX MALE ☐ FEMALE ☐

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A UNITED STATES SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.

Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service Form SS-5 (Rev.)

☐ REISSUED ☐ ASSIGN ☐ DUP ISSUED

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

First used by Adult Performance Level Project
(U.S. Office of Education)
at the University of Texas at Austin

Card #21

1. ___ Under $100 per month
2. ___ $100-149
3. ___ $150-199
4. ___ $200-249
5. ___ $250-299
6. ___ $300-349
7. ___ $350-399
8. ___ $400-499
9. ___ $500-599
10. ___ $600-699
11. ___ $700-899
12. ___ Over $900
88. ___ Don't Know
99. ___ No Answer, Inappropriate

APPENDIX 7

ADULT INDIAN EDUCATION PROJECT

CODE BOOK

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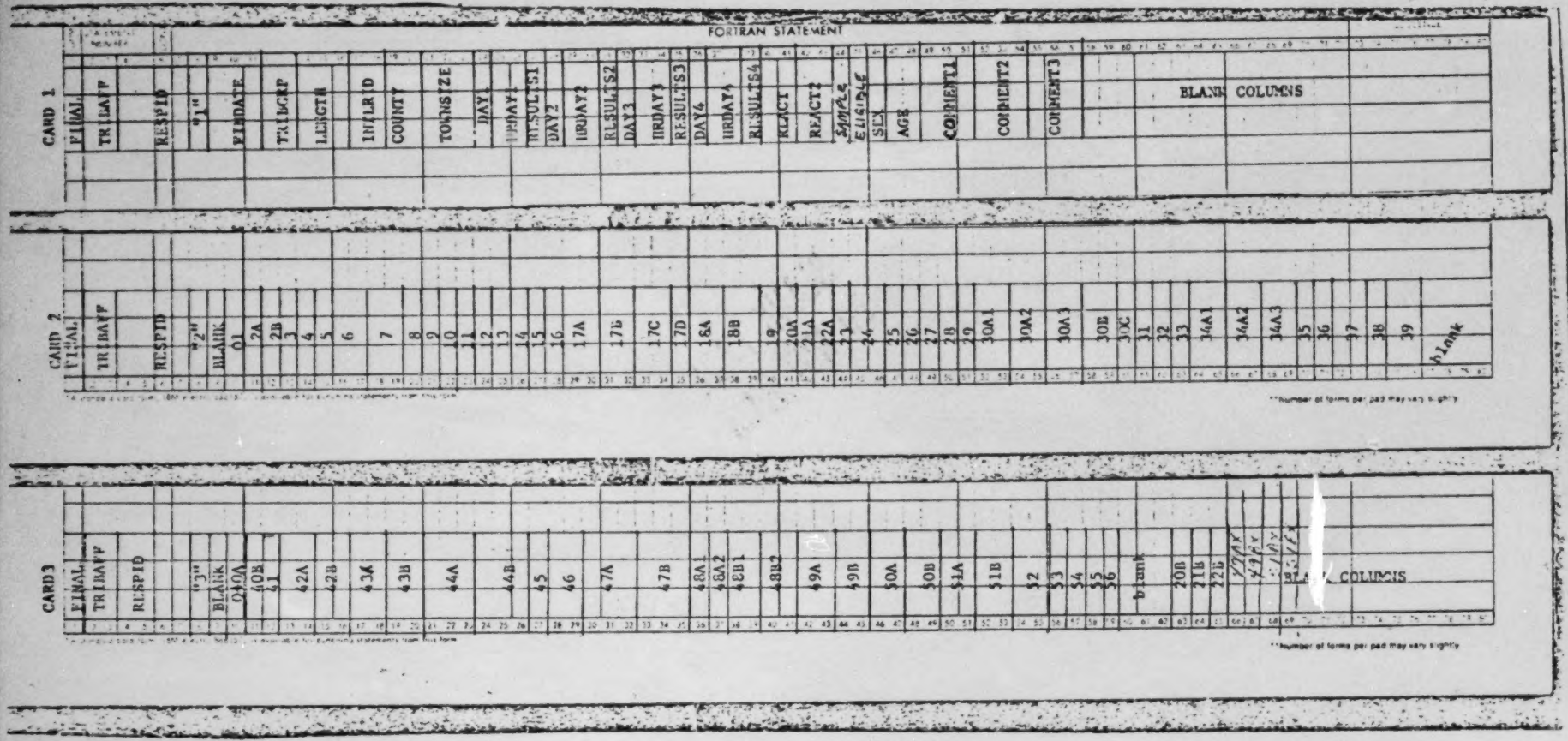
ADULT INDIAN EDUCATION PROJECT

DATA REDUCTION/KEYPUNCH FORMAT



ADULT INDIAN EDUCATION PROJECT
CODE BOOK
CARD1

Card Column(s)	SPSS Variable Name	Variable Description and Codes
1	FINAL	Final Results of Contact Attempts 1. Completed Interview 2. Refused 3. Permanently Unsuitable for Interview 4. Four contacts attempted 5. Deceased 6. Moved 7. No Such Address 8. No Eligible Respondent
2-3	TRIBAFF	Self-Perceived Tribal Affiliation of Respondent (01,99; see attached code sheet ACS-1)
4-7	RESPID	Respondent's identification number (0001,2500)
8	(CARDNUM1)	Card number one (1,1)
9-11	FINDATE	Month and day of the final contact attempt (300,999)
12-13	TRIBGRP	Tribe whose list the Respondent's name was taken from (01,99; see attached code sheet ACS-1)
14-16	LENGTH	Length of completed interview in minutes (009,180; recorded in minutes; 009 if no length given on a completed interview.
17-18	INTERID	Interviewer's identification number (01,50; see attached code sheet ACS-2)
19-20	COUNTY	Respondent's county (01,99; see attached code sheet ACS-3)
21-23	TOWNSIZE	Size of the town of Respondent's residence (001,999; recorded in hundreds; 998 for 99,800 and over, 999 if town size unknown)
24	DAY1	Day of the week of the first contact attempt 1. Sunday 2. Monday 3. Tuesday 4. Wednesday 5. Thursday 6. Friday 7. Saturday 9. None listed

Card Column(s)	SPSS Variable Name	Variable Description and Codes
25-26	HRDAY1	Hour of the day of the first contact attempt (rounded to the nearest hour) 01 1 a.m. 02 2 a.m. . . etc. . 11 11 a.m. 12 12 noon 13 1 p.m. 14 2 p.m. 15 3 p.m. . . etc. . 23 11 p.m. 24 12 p.m. 25 None given
27	RESULTS1	Results of the first contact attempt 1. Completed interview 2. Refused 3. Permanently unsuitable for interview 4. Not at home or temporarily unavailable 5. Deceased 6. Moved 7. No such address 8. No eligible respondent
28	DAY2	Day of the week of the second contact attempt (1,9; same as DAY1)
29-30	HRDAY2	Hour of the day of the second contact attempt (01,25; rounded to nearest hour; same as HRDAY1)
31	RESULTS2	Results of the second contact attempt (1,8; same as RESULTS1)
32	DAY3	Day of the week of the third contact attempt (1,9; same as DAY1)
33-34	HRDAY3	Hour of the day of the third contact attempt (01,25; rounded to the nearest hour; same as HRDAY1)
35	RESULTS3	Results of the third contact attempt (1,8; same as RESULTS1)
36	DAY4	Day of the week of the fourth contact attempt (1,9; same as DAY1)
37-38	HRDAY4	Hour of the day of the fourth contact attempt (01,25; rounded to the nearest hour; same as HRDAY1)

Card 1

Card Column(s)	SPSS Variable Name	Variable Description and Codes
39	RESULTS4	Results of the fourth contact attempt (1,8; same as RESULTS1)
40-41	REACT1	Interviewer's reaction to how the interview went. First response (01,99; see attached code sheet ACS- 4)
42-43	REACT2	Interviewer's reaction to how the interview went. Second response (01,99; see attached code sheet ACS- 4)
44	SAMPLE	The sample from which the respondent's name was obtained was either a sample of 1. Households 2. Individuals (With household samples the specific respondent was selected by sampling on location from eligible adults)
45	ELIGIBLE	Number of adult tribal members eligible for interview (only given for household samples) (1,9; 9 nine persons or more)
46	SEX	Respondent's sex 1. Male 2. Female
47-48	AGE	Respondent's age (16,99; 98 - 98 or over, 99 - age not given)
49-51	COMMENT1	Miscellaneous comments recorded during the interview by either the respondent (100s), or interviewer (200s) or during the coding by the coder (300s), first comment (100,999; see attached code sheet ACS- 5)
52-54	COMMENT2	Same as above, second comment.
55-57	COMMENT3	Same as above, third comment
58-80		Blank columns

ADULT INDIAN EDUCATION PROJECT
CODE BOOK
CARD 2

Card Column(s)	SPSS Variable Name	Variable Description and Codes
1	FINAL	Final Results of Contact Attempts 1. Completed interview 2. Refused 3. Permanently unsuitable for interview 4. Four contacts attempted 5. Deceased 6. Moved 7. No such address 8. No eligible respondent
2-3	TRIBAFF	Self-perceived tribal affiliation of respondent (01,99; see attached code sheet ACS-1)
4-7	RESPID	Respondent's identification number* (0001,2500)
8	(CARDNUM2)	Card number two (2,2)
9		Blank Column
10	QUEST1	Did you enumerate yourself as an Indian on the 1970 census? 1. Yes 2. No 6. Question was not asked 8. Don't know or don't remember 9. No answer
11	QUEST2A	Give the name of one of the moview playing at the Riverdale Plaza. 1. Right 2. Wrong 3. Can't read 4. Can't see 8. Don't know 9. No answer
12	QUEST2B	What time is the first showing in the evening? 1. Right 2. Wrong 8. Don't know 9. No answer
13	QUEST3	What kind of job would Joe look for? One with: 1. A late shift - wrong 2. Little experience required - wrong 3. A lot of travel - wrong 4. Job security - right 8. Don't know 9. No answer

41

Card Column(s)	SPSS Variable Name	Variable Description and Codes
14	QUEST4	Which job best fits Ellen's scores? 1. Maid - wrong 2. Payroll clerk - right 3. Assembly line worker - wrong 4. Telephone receptionist - wrong 8. Don't know 9. No answer
15	QUEST5	If Joe wants to pay XYZ Car Agency $115 monthly payments, how many months will it take him to pay the cost and finance charge for the car? 1. 4 - wrong 2. 8 - wrong 3. 10 - right 4. 100 - wrong 8. Don't know 9. No answer
16-17	QUEST6	If Joe Bigcrow is admitted to a non-member hospital as a bed patient, how much of the cost will he have to pay himself? (01,99; record percentage given) 25. Right 75. Wrong; listed hospital's share 80. Other - wrong 88. Don't know 99. No answer
18-19	QUEST7	Which ad number should Joe answer first if he wants to work as a construction laborer? (01,99) 02. Right 05. Right 07. Wrong 88. Don't know 99. No answer
20	QUEST8	What is the salary of a Social Worker-Trainee? (1,9) 1. Right 2. Wrong 3. Wrong but visually similar 8. Don't know 9. No answer
21	QUEST9	How much did she earn the week she worked 23 hours? 1. Right 2. Wrong 8. Don't know 9. No answer

Card Column(s)	SPSS Variable Name	Variable Description and Codes
22	QUEST10	If Joe and Ellen are married and filing a joint return and they earn $7894.32, using the tax table, what amount should they write in? 1. Right 2. Wrong 8. Don't know 9. No answer
23	QUEST11	What amount should they write in line 16(b)? 1. Right 2. Wrong 8. Don't know 9. No answer
24	QUEST12	This policy means that if Joe cashes a check for $60, the store will charge him. 1. Right 2. Wrong 8. Don't know 9. No answer
25	QUEST13	What is the price of a 12 ounce package of tomatoes? 1. Right 2. Wrong 8. Don't know 9. No answer
26	QUEST14	Name three kinds of sausages sold at the L&M Market. 1. One correct - Wrong 2. Two correct - Wrong 3. Three correct - Right 4. None correct - Wrong 8. Don't know 9. No answer
27	QUEST15	If she wants a high-protein dinner, which one of these items should she buy? 1. Tuna - Right 2. Macaroni - Wrong 3. Peaches - Wrong 4. Spinach - Wrong 8. Don't know 9. No answer

Card Column(s)	SPSS Variable Name	Variable Description and Codes
28	QUEST16	How much did Ellen Bigcrow pay in sales taxes on Monday? 1. Right 2. Wrong 3. Wrong, gave grocery tax amount only. 6. Question not asked 8. Don't know 9. No answer
29-30	QUEST17A	What are three signs of a definite alcoholic? First response (1,99; see attached code sheet ACS- 6)
31-32	QUEST17B	Same as above. Second response (1,99; see attached code sheet ACS- 6)
33-34	QUEST17C	Same as above. Third response (1,99; see attached code sheet ACS- 6)
35	QUEST17D	Same as above 1. Right 2. Wrong 8. Don't know 9. No answer
36-37	QUEST18A	What are two physical symptoms of diabetes? First response. (01,99; see attached code sheet ACS- 7)
38-39	QUEST18B	Same as above, second response. (01,99; see attached code sheet ACS- 7)
40	QUEST19	What is the normal human temperature? 1. Right 2. Wrong 3. Wrong but close 8. Don't know 9. No answer
41	QUEST20A	From this list of items which would you suggest they not include in that medicine cabinet? First response. 1. Unlabeled medicine - Right 2. Bandages - Wrong 3. Burn ointment - Wrong 4. Cotton balls - Wrong 5. Iodine - Wrong 8. Don't know 9. No answer

Card Column(s)	SPSS Variable Name	Variable Description and Codes
42	QUEST21A	Which of the following items do not endanger an unborn baby's welfare? First response. 1. Smoking - Wrong 2. Eating fruit - Right 3. Taking drugs - Wrong 4. Using alcohol - Wrong 8. Don't know 9. No answer
43	QUEST22A	Which of the following items are safe for children? First response. 1. Pills - Wrong 2. Sharp knives - Wrong 3. Iodine - Wrong 4. Dolls - Right 5. Bleach - Wrong 8. Don't know 9. No answer
44	QUEST23	What does this notice mean? 1. All people working for ABC are given regular chances for promotion. - Wrong 2. A person doesn't have to meet job requirements to apply for jobs at ABC. - Wrong 3. When ABC hires someone, they do without regard to race, creed, sex and mational origin. - Right 4. Anyone can work at ABC. - Wrong 8. Don't know. 9. No answer
45-46	QUEST24	If Jane thinks the store salesman is trying to sell her a radio for more than the advertised price, where should she go first for help? (01,99; see attached code sheet ACS- 8)
47	QUEST25	Looking at this list of statements which one tells why Joe did not sign the confession? 1. I - Wrong 2. II - Right 3. III - Wrong 8. Don't know 9. No answer
48	QUEST26	According to the first paragraph of the lease, whose permission must you have to install a washing machine in the apartment? 1. Right 2. Wrong 8. Don't know 9. No answer

45

Card Column(s)	SPSS Variable Name	Variable Description and Codes
49	QUEST27	According to the third paragraph of the lease, whose refrigerator and range are used in the apartment? 1. Right 2. Wrong 6. Question not asked 8. Don't know 9. No answer
50	QUEST28	Give the number of days "notice" the landlord must give before he can evict? 1. Right 2. Wrong 8. Don't know 9. No answer
51	QUEST29	What information should she put in the space labelled "5"? 1. Jane D. Bigcrow - Wrong 2. Ellen Sue Hawkins - Wrong 3. Joseph Ray Bigcrow - Right 4. Bigcrow, Jane D. - Wrong 8. Don't know 9. No answer
52-53	QUES30A1	What tribe are you a member of? First given. (1,99; see attached code sheet ACS- 1)
54-55	QUES30A2	Same as above. Second given.
56-57	QUES30A3	Same as above. Third given.
58-59	QUEST30B	What tribal language do you speak? (1,99; see attached code sheet ACS- 1)
60	QUEST30C	Do you prefer your tribal language to English? 1. Yes 2. No 6. Question not asked 8. Don't know 9. No answer
61	QUEST31	What is your blood quantum...How much Indian blood do you have? 1. 4/4 2. 3/4 to 4/4 3. 1/2 to 3/4 4. 1/4 to 1/2 5. Less than 1/4 8. Don't know 9. No answer

Card 2

Card Column(s)	SPSS Variable Name	Variable Description and Codes
62	QUEST32	Are you presently married, separated, divorced, widowed or have you never been married? 1. Married 2. Separated 3. Divorced 4. Widowed 5. Never married 9. No answer
63	QUEST33	What about your husband/wife, is he/she an Indian? 1. Yes 2. No 8. Don't know 9. No answer
64-65	QUES34A1	What is his/her tribal membership? First response. (01,99 see attached code sheet ACS- 1)
66-67	QUES34A2	Same as above, second response.
68-69	QUES34A3	Same as above, third response.
70	QUEST35	What about his/her blood quantum? 1. 4/4 2. 3/4 to 4/4 3. 1/2 to 3/4 4. 1/4 to 1/2 5. Less than 1/4 8. Don't know 9. No answer
71	QUEST36	Did you attend a BIA school or a public school? 1. BIA school 2. Public school 3. Mostly BIA schooling 4. Mostly public schooling 5. Neither 6. Both BIA and public school 9. No answer
72-73	QUEST37	What was the highest grade of school you completed? (01,24; number of actual grades completed, 01 - 1 year or less)
74	QUEST38	Have you received a high school diploma or passed a high school equivalence test? Which one? 1. High school diploma 2. Equivalence test 3. Neither 9. No answer

Card 2

Card Column(s)	SPSS Variable Name	Variable Description and Codes
75-76	QUEST39	Have you attended any college and what grade did you complete? (1,24; record actual grade) 01. No 12. Less than 1 year 13. Freshman 14. Sophomore; Associate Arts Degree 15. Junior 16. Senior; College Degree 17. One year graduate work 18. Two year graduate work & M.A. 19. Three year graduate work 20. Four year graduate & Ph.D. 99. No answer
77-80		Blank columns

ADULT INDIAN EDUCATION PROJECT

CODE BOOK

CARD 3

Card Column(s)	SPSS Variable Name	Variable Description and Codes
1	FINAL	Final Results of Contact Attempts 1. Completed interview 2. Refused 3. Permanently unsuitable for interview 4. Four contacts attempted 5. Deceased 6. Moved 7. No such address 8. No eligible respondent
2-3	TRIBAFF	Self-Perceived Tribal Affiliation of Respondent (01,99; see attached code sheet ACS- 1)
4-7	RESPID	Respondent's identification number (0001,2500)
8	(CARDNUM3)	Card number three (3,3)
9		Blank column
10	QUEST40A	What degree(s) did you obtain? First response 1. BA or BS 2. A.A. or equivalent 2 year degree 3. J.D. or other law 4. M.A. 5. Ph.D. or Ed.D. 6. MD or other medical 7. Went to college but did not (or has not yet) received degree. 8. Other 9. No answer
11	QUEST40B	Same as above, second response.
12	QUEST41	Have you had any other schooling? (CHECK YES FOR NON-COLLEGE TRAINING SUCH AS TECHNICAL, VOCATIONAL SCHOOL, ADULT EDUCATION PROGRAMS, CONTINUING EDUCATION.) 1. Yes 8. Don't know 2. No 9. No answer
13-14	QUEST42A	What is the name(s) and type(s) of training you attended. First response (01,99; see attached code sheet ACS-9)
15-16	QUEST42B	Same as above, second response.
17-18	QUEST43A	Who provided the training? That is, what group did the training? First response (01,99; see attached code sheet ACS-10)

Card Column(s)	SPSS Variable Name	Variable Description and Codes
19-20	QUEST43B	Same as above, second response.
21-23	QUEST44A	What is your occupation? That is, what sort of work do you do? First response. (001,999; see attached code sheet ACS-11)
24-26	QUEST44B	Same as above, second response.
27	QUEST45	Does this kind of occupation make full use of your training and experience? 1. Yes 2. No 8. Don't know 9. No answer
28-29	QUEST46	What are the number of jobs you have held in the last 10 years? (01,99; record actual number, 77-None, 88-Don't know, 99-No answer)
30-32	QUEST47A	Give the name of the job you would like to apply to most. (001,999; see attached code sheet ACS-11)
33-35	QUEST47B	Same as above, second response.
36	QUES48A1	Where do you get most of your news about current tribal events in this community? First response. 1. Radio 2. Newspaper 3. TV 4. Talking to people 5, All the above 6. Other 7. "None" 9. No answer
37	QUES48A2	Same as above, second response.
38-39	QUES48B1	What tribal events do you participate in? First response (01,99; see attached code sheet ACS-12)
40-41	QUES48B2	Same as above, second response.
42-43	QUEST49A	What are some of your organizational affiliations? That is, what organizational groups do you involve yourself in? First response (01,99; see attached code sheet ACS-13)
44-45	QUEST49B	Same as above, second response.
46-47	QUEST50A	What are some of your community affiliations? That is, what community groups do you involve yourself in? First response. (01,99; see attached code sheet ACS-14)

Card Column(s)	SPSS Variable Name	Variable Description and Codes
48-49	QUEST50B	Same as above, second response.
50-51	QUEST51A	Describe any interests, hobbies, arts and crafts, skills, or other activities not mentioned. First response. (01,99; see attached code sheet ACS-15)
52-53	QUEST51B	Same as above, second response.
54-55	QUEST52	How much do you and your husband/wife earn/ receive from all sources each month. I mean before taxes, or any deductions? 1. Under $100 per month 2. $100-149 3. $150-199 4. $200-249 5. $250-299 6. $300-349 7. $350-399 8. $400-499 9. $500-599 10. $600-699 11. $700-899 12. Over $900 88. Don't know 99. No answer
56	QUEST53	Did you happen to be at home yesterday at just about this time? 1. Yes 2. No 8. Don't know 9. No answer
57	QUEST54	How about the day before that at this time? 1. Yes 2. No 8. Don't know 9. No answer
58	QUEST55	And how about the day before that? 1. Yes 2. No 8. Don't know 9. No answer
59	QUEST56	And the day before that? 1. Yes 2. No 8. Don't know 9. No answer
60-62		Blank columns
63	QUEST20B	Same as Quest 20A, second response.
64	QUEST21B	Same as Quest 21A, second response.
65	QUEST22B	Same as Quest 22A, second response.

Card Column(s)	SPSS Variable Name	Variable Description and Codes
66	QUES49AX	Hundreds digit for QUEST49A
67	QUES49BX	Hundreds digit for QUEST49B
68	QUES51AX	Hundreds digit for QUEST51A
69	QUES51BX	Hundreds digit for QUEST51B
70-73	SUBFILE	SUBFILE Number
74-77	SEQNUM	Sequence Number of Case
78-80		Blank Columns

ADULT INDIAN EDUCATION PROJECT
CODE BOOK
ADDED VARIABLES
CARD 4

Card Column(s)	SPSS Variable Name	Variable Description and Codes
1	FINAL	Final Results of Contact Attempts 1. Completed interview 2. Refused 3. Permanently unsuitable for interview 4. Four contacts attempted 5. Deceased 6. Moved 7. No such address 8. No eligible respondent
2-3	TRIBAFF	Self-Perceived Tribal Affiliation of Respondent (01,00; see attached code sheet ACS-1)
4-7	RESPID	Respondent's identification number (0001, 2500)
8	(CARDNUM4)	Card number four (4,4)
9-11	Q49A	1-99 Same as QUEST49A (100,160; See attached code sheet ACS-17)
12-14	Q49B	1-99 Same as QUEST49B (100,160; See attached code sheet ACS-17)
15-17	Q51A	1-99 Same as QUEST51A (100,160; See attached code sheet ACS-18)
18-20	Q51B	1-99 Same as QUEST51B (100,160; See attached code sheet ACS-18)
21-23	LENGTHX	Length of interview recoded to 5 minute intervals
24-25	AGEX	Respondent's age recoded to interval. (16,99; See attached code sheet ACS-16)
26	QUEST52X	Respondent's income recoded to interval 1. Under $100 2. $100-199 3. $200-299 4. $300-399 5. $400-499 6. $500-599 7. $600-699 8. $700-799 9. Over $900
27	QUEST18C	Number of Diabetes Symptoms which could be identified (0,2)

Card Column(s)	SPSS Variable Name	Variable Description and Codes
28	LEASELT	Number of Questions Concerning leases were answered correctly (0,3)
29-30	LTRSCORE	Tabulated score of general literacy (0,29)
31	OCCUPLT	Tabulated score of occupational literacy (0,6)
32	HELTHLIT	Tabulated score of health literacy (0,7)
33	LAWLIT	Tabulated score of legal literacy (0,6)
34	CONSUMLT	Tabulated score of consumer literacy (0,8)
35	NEWSPAPR	Scored ability to read and interpret newspapers (0,6)
36	MATH	Scored ability to figure daily math problems (0,6)
37	FORMS	Scored ability to read and interpret forms (0,6)
38	SIGNS	Scored ability to read and interpret signs (0,4)
39	CONTACTS	Number of contact attempts made
40	DAYC	Day of the week of final contact attempt 1. Sunday 2. Monday 3. Tuesday 4. Wednesday 5. Thursday 6. Friday 7. Saturday
41-42	HRDAYC	Hour of the day of final contact attempt 01. 1 a.m. 02. 2 a.m. . . etc. . 11. 11 a.m. 12. 12 a.m. 13. 1 p.m. 14. 2 p.m. . etc. . 23. 11 p.m. 24. 12 midnight 25. None listed

Card Column(s)	SPSS Variable Name	Variable Description and Codes
43-44	HOME2	Day of the week - day before interview 05. Sunday 06. Monday 07. Tuesday 08. Wednesday 09. Thursday 10. Friday 11. Saturday
45-46	HOME3	Day of the week - 2 days before interview. Same as above. (05,11)
47-48	HOME4	Day of the week - 3 days before interview. Same as above. (05,11)
49-50	HOME5	Day of the week - 4 days before interview. Same as above. (05,11)
51	ATHOME1	Respondent home on 1st contact attempt. 1. At home 2. Not at home
52	ATHOME2	Respondent at home on 2nd contact attempt. Same as above (1,2)
53	ATHOME3	Respondent at home on 3rd contact attempt. Same as above (1,2)
54	ATHOME4	Respondent at home on 4th contact attempt. Same as above (1,2)
55	COMPETNC	Overall Competency levels (1,29)
56	COMPETND	Competency levels for consumer literacy
57	COMPETNE	Competency levels for health literacy
58	COMPETNF	Competency levels for legal literacy
59	COMPETNG	Competency levels for occupational literacy
60-61	TRIBE	Tribe with whom the respondent is identified (TRIBAFF for completed interviews; TRIBGRP for new interviews) (01,99; See Attached Code Sheet ACS-1)

CODE SHEET ACS-1

LIST OF TRIBES (TRIBAFF AND TRIBGRP
AND QUES30A$_1$30A$_2$30A$_3$, 30B,34A$_1$34A$_2$ AND 34A$_3$)

CODE	AREA AGENCY TRIBE
	ANADARKO AREA
	Anadarko Agency
01	Kiowa (I)
02	Comanche (H)
03	Apache (I)
04	Wichita (H)
05	Caddo (H)
06	Delaware (H)
	Shawnee Agency
07	Potawatomi (I)
08	Kickapoo (H)
09	Iowa (I)
10	Absentee Shawnee (H)
11	Sac & Fox
	Pawnee Agency
12	Pawnee
13	Ponca
14	Kaw
15	Tonkawa
16	Otoe-Missouri
	Concho Agency
17	Cheyenne-Arapaho
	MUSKOGEE AREA
	Tahlequah Agency
20	Cherokee (I)
21	Cherokee-Shawnee
22	Eastern Delaware
	Okmulgee Agency
23	Creek (H)
	Talihina Agency
24	Choctaw (H)

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CODE	AREA AGENCY TRIBE
	Miami Agency
25	Eastern Shawnee (I)
26	Miami (I)
27	Peoria (I)
28	Quapaw (I)
29	Wyandot (H)
30	Seneca-Cayuga (H)
31	Ottawa (I)
	Wewoka Agency
32	Seminole (I)
	Ardmore Agency
33	Chickasaw
	Osage Agency
34	Osage
	OUT-OF-STATE
35	Arikara
36	Euchee
37	Arapaho
38	Shoshone
39	Fort Sill Apache
40	Oneida
41	Winnebago
42	Catawba
43	Fort Sill Comanche
44	Sioux
45	Black Foot
46	Cheyenne
47	Navajo
48	Sycamore
49	Umatilla
66	Question not asked
77	None
90	Some (Tribal Language Only)
99	No answer

CODE SHEET ACS-2

INTERVIEWERS IDENTIFICATION NUMBER
(INTERID)

CODE	NAME
01	C. Epperson
02	E. Parton
03	L. Skye
04	
05	M. Walkingstick
06	J. Tiger
07	L. Tartsah
08	M. White Eagle
09	E. Jay
10	J. McQuistion
11	N. Poolaw
12	J. Landis
13	B. Amauty
14	H. Palmer
15	J. Tahsequah
16	L. Zientek
17	M. Poole
18	L. Tiger
19	L. Neddeau
20	L. McGrath
21	W. Allen
22	K. Miles
23	R. Palmer
24	J. Northcott
25	J. Six
26	M. Bark
27	K. Wildcat
28	M. Poafpybitty
29	L. Poolaw
30	S. Johnson
31	D. Murdock
32	L. Hanks
33	L. Maish
34	J. Staneart
35	K. Pope
36	N. Thomason
37	S. Miller
38	O. Skye
39	A. Reeve
40	B. Young
41	B. Skye
42	R. Howard
43	W. Studie
44	D. Himes
45	D. Warden
46	M. Brewer
47	L. Hood
48	P. Iron
49	D. Mathews

CODE SHEET ACS-3

RESPONDENT'S COUNTY
(COUNTY)

CODE	COUNTY	CODE	COUNTY
01	Adair	46	McIntosh
02	Alfalfa	47	Major
03	Atoka	48	Marshall
04	Beaver	49	Mayes
05	Beckham	50	Murray
06	Blaine	51	Muskogee
07	Bryan	52	Noble
08	Caddo	53	Nowata
09	Canadian	54	Okfuskee
10	Carter	55	Oklahoma
11	Cherokee	56	Okmulgee
12	Choctaw	57	Osage
13	Cimarron	58	Ottawa
14	Cleveland	59	Pawnee
15	Coal	60	Payne
16	Comanche	61	Pittsburg
17	Cotton	62	Pontotoc
18	Craig	63	Pottawatomie
19	Creek	64	Pushmataha
20	Custer	65	Roger Mills
21	Deleware	66	Rogers
22	Dewey	67	Seminole
23	Ellis	68	Sequoyah
24	Garfield	69	Stephens
25	Garvin	70	Texas
26	Grady	71	Tillman
27	Grant	72	Tulsa
28	Greer	73	Wagoner
29	Harmon	74	Washington
30	Harper	75	Washita
31	Haskell	76	Woods
32	Hughes	77	Woodward
33	Jackson	78	Newton, MO
34	Jefferson	79	Mahette, KS
35	Johnston	80	Jasper, MO
36	Kay	81	Cherokee, KS
37	Kingfisher	82	Crawford, KS
38	Kiowa		
39	Latimer		
40	Le Flore		
41	Lincoln		
42	Logan		
43	Love	99	None given
44	McClain		
45	McCurtain		

CODE SHEET ACS-4

INTERVIEWER'S REACTION
(REACT1 & REACT 2)

CODE	REACTION
01	Cooperative, went very smoothly, interesting
02	Difficult, required explanation
03	Had to talk some in tribal language
04	Survey doesn't consider other important educational matters
05	Respondent hard to locate
06	Interview was made with respondent's relative since respondent was ill or for other reasons (except moved)
07	Respondent desired to better oneself
08	Easy to talk to
09	Reached only at work
10	Beligerent
11	Tribal questions ask first in order to implement card questions
12	Respondent cooperative but wondered how survey would help tribal people
13	Respondent would like results of survey
14	Didn't want to answer question about Joe and Ellen Bigcrow
15	Was willing to talk about his own self and problems concerning tribes.
16	Respondent does alot of reading
17	Respondent widowed
18	Skills limited to sewing
19	Respondent visualizes importance of survey
20	No know address of respondent
21	Found respondent only after checking with other people
22	Husband didn't want to help keep children quiet
23	Respondent didn't want to answer questions.
24	When "I" stated my name, tribal position was mention
25	Respondent more interested in tribal ancestery
26	Respondent assisted by reading, since respondent was hard of hearing or other such reasons.
27	Card need to be bigger print
28	Respondent somewhat hesitant and nervous
29	Found respondent at work
30	Respondent wanted to know more about project
31	Even though we are seeking new ways to help educational needs, we can never really catch up, it is a continuing job

CODE SHEET ACS-4
Continued

CODE	REACTION
32	Respondent temporarily unavailable, but later completed interview
33	I was afraid of insulting respondent, he was first interviewee
34	Not remarkable or states no remarks
35	Respondent lives alone
36	Respondent skills are housewife and home economics
37	Respondent/family knowledgeable
38	Respondent asked alot of questions
39	Other members of family uncooperative
40	Respondent has moved, your records inaccurate and not up to date
41	Respondent would like to see more educational aid
42	Respondent had little to say, shy
43	Respondent family asked questions
44	Got uncomfortable feeling in home
45	Confined to wheel chair
46	Wonders how it will help him - too late for him to get educated
47	Presence of another young man in the room seemed to account for wrong answers to yellow cards instead of responding "I don't know."
48	Respondent couldn't read so only answered second half
49	Respondent elderly and has poor health
50	Respondent thought survey funny
51	Respondent very active
52	Respondent bored
53	Gave good response
54	Respondent exceptional in learning ability
55	Respondent was Black person
56	Respondent seemed to be guessing
57	Respondent didn't understand why we needed the program
58	Respondent seemed uninterested
59	Respondent a little senile
60	Respondent very alert
61	Respondent filled out own survey
63	Respondent tired
64	Respondent was not able to do survey because of various reasons
65	Respondent refused to do interview
66	Although respondent had glasses he still was not able to see too good.
67	Didn't receive letter about project
68	Respondent felt survey was not valid
69	Respondent was familiar with survey

CODE SHEET ACS-4
Continued

CODE	REACTION
70	Felt respondent was interviewing me
71	Respondent somewhat retarded
72	Respondent saw a need for higher education
73	Parents were not home
74	Family helped in interview
75	Blind
99	None given (only for REACT1)

CODE SHEET ACS-5

COMMENTS 1, 2, 3

CODE	COMMENTS
101	Somebody else does this for me (mathematics)
102	Only went to 5th grade, 2 years at public and 3 years at Jones Academy
103	Couldn't answer since I don't know anything about the subject
104	All answers were correct
105	Just quit work at a place familiar with subject
106	Went to school both public and BIA
107	Understand the language
108	Separated, numerous children
109	Drank a lot
110	Inquisitive
111	Didn't finish school
112	Wanted to help, cooperative
113	Unwilling to help
114	Little faith in surveys
115	Not involved at present, poor health
116	Attended 9 week course
117	Questions about alcoholic needs to have number of years attached to it
118	Had same kinds of jobs past few years
119	Need to use pencil and paper to figure out answer
120	Answered with name of tribe instead of tribal events
121	Can't see
122	Put his name on (father)
123	If member of hospital, would pay all
124	No hobbies, everything is related to the church
125	Have no one to talk too (that is Indian)
126	Self employed
127	Have 42 different types of arts
128	I am guessing
129	What is correct answer
130	Been traveling
131	That's all I'm good for (unemployed)
132	Spouse hurt (ill) therefore no extra income
133	There are more signs than listed here, I would have chosen something else
134	Dolls are dangerous too, I hear they kill too
135	There are alot of questions
136	I'm not a member of any group
137	Farming experience made full use of
138	Movie showing because it is rated "X"
139	Don't like "X" rated movies
140	No transportation
141	I'd handle problem myself
142	Which movie are you talking about?
143	I'm still going to school

CODE	COMMENTS
144	Would like to know results of survey
145	So many points to alcoholism
146	That's all I can think of
150	According to personal experience eviction can accure at 60-90 days
151	Has never filled out tax form
152	Does not drink
153	Understand language but cannot speak it
154	Too old to work
155	Cannot read well, cannot understand the questions
156	Has not drunk in a while
157	Wants to work with children
158	Wishes project well
159	Gets supplementary income checks
160	Can't read fine print
161	Does not understand taxes
162	Spouse takes care of financial matters
163	Respondent has heart condition
164	Want to learn to speak own language
165	Cannot do tax problem
166	Hard work brings success
167	Good cooperation with non-Indian people
168	Respondent shy about answers
170	Respondent interested in adult classes
171	Have work in same company but different titled
172	Feels some of the questions unnecessary
173	Interested in survey
174	Self taught
175	Wanted to know who read this questionnaire
176	Cant understand question
177	Don't know since people drink for different reasons
178	Put social security number on line
179	Expressed desire for youth to carry on culture
180	Does tax work intensively

CODE SHEET ACS-5
Continued

CODE	INTERVIEWERS' COMMENTS
201	Respondent couldn't read words but could read numbers
202	"Choose the job u (respondent) would like most"
203	"Do u (respondent) ever go to any meetings? ...church? ...PTA?
204	First gave answer in dollars then changed to %
205	Respondent needed to get glasses first before answering
206	Respondent would like copy of survey
207	Respondent changed answers
208	Respondent didn't try to answer
209	Respondent knew some information but not enough to answer questions
210	Respondent was sick
211	Good interview
212	Respondent guarded answers, reluctant
213	Argued on the purpose of project
214	Hard of hearing
215	Respondent home early
216	Cards need to be in bigger print
217	Respondent had to do some figuring
218	Respondent asked mate (spouse) what was answer
219	Respondent not at home (temporarily unavailable) but completed later
220	Interview made with one of respondent's family since respondent was temporarily unavailable due to reasons.
221	Couldn't find relatives
222	Respondent has no schooling
223	Dinnertime
224	Respondent keeps up with current events
225	Respondent didn't complete interview due to hearing
226	Respondent discussed answer with member of family
227	Respondent home in the evening
228	Respondent shy
229	Not good at numbers
230	Respondent often commented on the subject of racism
231	Respondent semi-retired
232	Respondent tired
233	Respondent in army just back from overseas
234	Respondent has been out of state
235	Respondent unemployed
236	Had to repeat many questions
237	Evidently couldn't read well - spouse explained most of the questions
238	Bad vision

CODE=	INTERVIEWERS'COMMENTS
239	Respondent bored
240	Respondent physically handicapped
241	Whole family interested in interview
242	Respondent was upper mid-class
243	Respondent was satisfied with his education
244	Respondent well educated
245	Respondent not good subject for survey
246	Respondent has diabetes
247	Used calculator
248	Respondent thought survey deal with his intelligent
249	Can't read or speak English

CODE SHEET ACS-5
Continued

CODE	CODER COMMENT
301	Form A - old interview
302	Form B - no census question also 30b, c or 48b
303	Also part of substudy
304	Post Office
305	Self-interview

Office of Indian Education
Part C

CODE SHEET ACS-6

SIGNS OF A DEFINITE ALCOHOLIC

01	Do you lose time from work due to drinking?
02	Is drinking making your home life unhappy?
03	Do you drink because you are shy with other people?
04	Is drinking affecting your reputation?
05	Have you ever felt remorse after drinking?
06	Have you gotten into financial difficulties as a result of drinking?
07	Do you turn to lower companions and an inferior environment when drinking?
08	Does your drinking make you careless of your family's welfare?
09	Has your ambition decreased since drinking?
10	Do you crave a drink at a definite time of day?
11	Do you want a drink the next morning?
12	Does drinking cause you to have difficulty in sleeping?
13	Has your efficiency decreased since drinking?
14	Is drinking jeopardizing your job or business?
15	Do you drink to escape from worries or trouble?
16	Do you drink alone?
17	Have you ever had a complete loss of memory as a result of drinking?
18	Has your physician ever treated you for drinking?
19	Do you drink to build up your self-confidence?
20	Have you ever been to a hospital or institution on account of drinking?
21	Any one of the above
98	Answer given but not one of the above
99	No answer given

CODE SHEET ACS-7

SYMPTOMS OF DIABETES

CODE	SYMPTOMS
01	Feeling tired - R
02	Loss of weight - R
03	Drink lots of water, thirsty - R
04	Dizziness
05	Sores won't heal - R
06	Weakness - R
07	Effect on eyes
08	Mouth always dry - R
09	High blood sugar - R
10	Nervous
11	Go to the bathroom often - R
12	Blood test
13	Listlessness
14	Craves something sweet
15	Over weight
16	Always hungry - R
17	Bruises easily
18	Coma - R
19	Sugar in urine - R
20	Passing out
21	Swelling ankles
22	Not hungry
23	Odor in stool
24	Bad headache
25	Affected heart
26	Sweating
27	Nausea
28	High blood pressure
29	Increased appetite - R
30	Can't consume too much sugar
31	Takes shots
32	Sleepy
33	Sweet breath
34	Watch your diet
35	Anemia
36	Aching of feet
37	Swelling feet
38	Chalky white complexion
39	Excited
40	Gain weight
41	Shortness of breath
42	Swelling of body
43	Hypertension
44	Low blood count
45	Lose mind
46	Going into fits
47	Not enough blood
48	Headache

CODESHEET ACS-7
Continued

CODE	SYMPTOMS
49	Same as 27
50	Dry skin
51	Unable to control sugar count
52	Low blood sugar
53	Swelling of limbs
54	Effects kidneys
55	Leukemia liver
56	Cannot consume alcohol
57	Low resistance to infection
58	Alcohol
59	Salt
60	Passage of water
61	Test urine
62	Eating alot
63	Excess sugar in body
64	By the way I feel
65	Loss of sugar
66	Identification tag
67	Laziness
68	Man would get fat
69	Complain about feeling bad
70	Fainting
71	Swelling of joints
72	Sugar diabetes
73	Heart trouble
74	Not to consume sweets or fats
75	Break out in sores
78	Tongue gets thick
79	Numbness in body
80	Bores
81	Spasm attack
82	Low pressure
83	Weight
84	Can't eat greasy foods
85	Sick
86	Can control sugar
87	Cold
88	Don't know
89	Clammy sticky feeling
90	Free bleeder
91	Miscellaneous
99	No answer

CODE SHEET ACS-8

QUESTION 24

CODE	
01	Better Business Bureau - R
02	Store manager - R
03	To the store - R
04	Wholesaler
05	Lawyer
06	Police
07	Retail Merchants
08	Courts
09	Chamber of Commerce
10	Fruit stand
11	Consumer's Washington, D.C. (Consumer Affairs)
12	"Call for Action" (TV) - R
13	Husband
14	Complaint Department
15	Go to a younger person
16	Customer Service - R
17	Human Rights Association
18	Advertising Agency
19	Go to another store
20	Should know how to deal with
21	Owner - R
22	Small Business Association
23	Consumer's Guide
24	Newspaper ad
25	Credit Union
26	Look for cheaper radio
27	Go to someone who knows about radios
28	Radio repair shop
29	Consumer service at her extension - R
30	Sales person
31	Consumer Department - R
32	Special Rights Investigators - R
33	Legal Aid - R
35	Miscellaneous
88	Don't know
99	No answer

CODE SHEET ACS-9

Q42A & B

CODE	TRAINING
01	Nursing
02	Retail clerk
03	Drafting
04	Welding
05	Cook
06	Business course (secretarial)
07	Beautician
08	Agriculture
09	Aircraft radar operator
10	Mechanic
11	Computer programmer
12	Cashier
13	Upholstery
14	Dental Technician
15	Health
16	Medical records
17	Special weapons
18	Typist, clerical
19	Community Health Representative (CHR)
20	Manager
21	Minister
22	Carpenter
23	Oklahoma State Technical (Automotive)
24	Barber school
25	Electronics Technical School
26	Deisel school
27	Catepillor work shop
28	Arts and crafts
29	Bookkeeping
30	Telephone lineman
31	Tech (Vo-Tech example Okmulgee)
32	Servicing Maytags
33	Physical Education
34	Airline
35	Flight training
36	Real Estate
37	Silversmithing
38	Drafting
39	Accounting
40	Art
41	Cabinet making
42	Photography
43	Bank training
44	Data processing
45	Aircraft work
46	Cherokee Skill Center
47	X-Ray Technician
48	Civil Service courses
49	Printer
50	Cosmotology

80

CODE SHEET ACS-9
Continued

CODE	TRAINING
51	Nutritional aide
52	Water Department
53	Languages
54	Police School
55	Vocational school (adult)
56	Adult education classes
57	Miscellaneous
58	Piano playing
59	Fire Rescue School
60	Service School
61	OIO training
62	Refrigeration
63	Airconditioning
64	NYC Training School
65	CETA training program
66	Demolition
67	Watch and jewelry
68	BIA butchering
69	G.E.D.
70	Miscellaneous
71	Shoemaker
72	On the job
73	Indian Action Program
74	Military
75	Medical College (College of Health)
76	Engineering
77	"None"
78	On the job training (Same as 72)
79	Key punch
80	Painting
81	Commercial
82	Framing and spicing furniture
83	Missionary Education
84	Meat Inspector
85	Aeronautics
86	E.E.O. Investigator
87	Carpentry
89	Steno
90	Alcoholism counselor
91	Child care workshop
92	Leaders training
93	Blood directors
94	I.T.C. Beadwork Class
95	I.T.C. Plaster Class
96	Institute of American Indian Arts
97	Manpower Department
98	Teacher's Aide
99	No answer given

CODE SHEET ACS-10

Q43A & B

CODE	TRAINER
01	BIA
02	Self
03	Vo-Tech
04	St. Gregory's
05	Oklahoma University
06	Business College
07	St. Anthony's, Houston, Texas
08	Beauty College
09	Okmulgee Tech (OSU Extension)
10	U. S. Military
11	CETA Program
12	Hospital
13	Texarkana College
14	Indian Health Service
15	Boeing Company
16	Social Rehabilitation
17	Kansas City Bible College
18	Kansas City Baptist Temple
19	Oklahoma Highway Department
20	Inter Tribal Council Inc.
21	Community Action
22	Veterans Administration (VA)
23	G.I. Bill
24	Company
25	Haskell Indian Junior College
26	Douglas Aircraft
27	Cherokee Nation
28	Southwestern State College
29	Oklahoma State University
30	State
31	H.E.W.
32	Oklahoma School of Photography
33	Employment Service
34	Parents
35	City
36	BVPTC
37	Miscellaneous
38	Concentrated Employment Program
39	Southern Oklahoma Rural Skill Center
40	Combined Insurance of America
41	Choctaw Manpower
42	OIC
43	Walter Howe
44	Instructor
45	Adult Education
46	School
47	Heidelberg American High School
48	Employer
49	Southeastern State University
50	Indian Action Program

CODE	TRAINER
51	Rehabilitation Department
52	Employer (Same as 48)
53	Barber College
54	Allied Painting
55	Beauty Shop
56	Long Beach California
57	CETA (Same as 11)
58	Vo-Tech Rehab
59	Tribe
60	W.P.A.
61	Government
62	Sanderson Films (Flight)
63	OKC School System
64	Oscar Rose Junior College
65	Title IV
66	Welding School
67	P.E.O.
68	Choctaw Tribe
69	Ethan Allen Factory
70	Church
71	Donut Shop
72	Spartan School
73	Department of Defense
74	Oklahoma State Tech
75	Council Leaders
76	Red Cross
77	"None"
78	P.H.S.
79	I.T.C.
80	Tyler Commercial
81	Automotive School
82	Manpower
99	No Answer

CODE SHEET ACS-11

OCCUPATION
(Q44A&B & 47A&B)

CODE	(STATUS)	(OCCGROUP*)	OCCUPATION
001	67	1	Nurse (LPN, RN & aide)
002	50	4	Retail clerk
003	34	7	Maintenance
004	16	10	Laborer
005	28	9	Cook, chef, culinary arts
006	01	14	Retired
007	18	8	Baby sitting
008	71	6	Electrician
009	61	7	Building parts for airplanes
010	09	10	Fishing
011	47	9	Surgical orderly
012	99	1	Lawyer
013	77	4	Secretary - clerical
014	50	5	Sales person
015	35	10	Oil operator
016	83	1	Teacher (coach)
017	81	1	Drafting
018	48	7	Welder
019	95	1	Structure design
020	31	7	Truck driver
021	54	9	Beauty operator
022	35	9	Care for the elderly
023	12	2	Agriculture (farmer)
024	43	6	Mechanic
025	45	1	Student
026	94	3	Business Administration
027	30	9	Waitress
028	80	1	Soil Conservation Technician
029	80	1	Computer Programmer
030	83	5	Realtor
031	14	7	Saw operator
032	36	6	Carpenter
033	35	9	Hospital Aide
034	72	1	Librarian
035	50	4	Receptionist
036	01	12	Unemployed
037	21	10	Construction
038	30	7	Heavy equipment operator
039	36	9	Teacher Aide
040	18	9	Foster grandparents
041	17	7	Sewing
042	25	10	Worked for County
043	68	4	Purchasing Department
044	39	9	Student Union operator
045	85	1	Teaching
046	72	3	Administration of golf course
047	82	1	Social Worker
048	84	1	Counselor
049	48	4	Shipping/Receiving Stock Clerk

CODE	(STATUS)	(OCCGROUP*)	OCCUPATION
050	01	13	Housewife
051	70	4	Mail man
052	40	7	Factory worker
053	75	1	Community health representative
054	26	7	Laundress
055	77	3	Director, Kiowa Housing Authority
056	77	1	Pertaining to Indian people
057	45	1	Go back to school
058	20	7	Mining
059	93	6	Supervisory Personnel
060	53	7	Oilfield roughneck
061	50	3	Florist
062	77	3	Job coordinator
063	62	7	Machine shop
064	50	4	Work for CHR
065	82	3	Contract specialist or planner for tribe
066	32	9	Catering
067	62	4	Hotel clerk
068	65	4	Clerk
069	64	4	Bank teller (Banking)
070	80	1	Substitute teacher
071	61	3	Beauty Shop owner
072	01	16	Too old to learn a job now
073	47	6	Brick layer
074	65	1	Minister
075	22	9	Skating rink operator
076	87	1	Artist
077	87	1	Indian art work
078	71	1	Computer operator or technician
079	90	1	Accountant
080	87	1	Arts (any kind)
081	51	10	Worked for B. F. Goodrich
082	47	7	Cutting material for arts and crafts
083	01	15	Anything
084	43	6	Auto body repair
085	57	4	Medical record
086	75	3	General contractor
087	17	9	Caretaker
088	24	10	Nursery man
089	17	10	Irrigation
090	43	7	Bus driver
091	38	7	Disabled veteran
092	21	6	Leather work
093	22	6	Roofing
094	77	1	Photography
095	01	15	One that satisfies
096	65	4	Enrollment specialist
097	77	3	Administrator
098	67	1	Technician (lab, xray)
099			
100	72	3	Business
101	62	4	Switchboard operator
102	73	1	Dental Assistant

CODE	(STATUS)	(OCCGROUP*)	OCCUPATION
103	87	3	Federal government
104	77	3	Field coordinator for Kiowa housing
105	27	9	Working with children
106	17	7	Sewing machine operator
107	95	7	Engineer
108	26	9	Security guard
109	07	10	Gardening
110	77	3	City employee
111	35	10	Plastic rubber molding company
112	22	7	Food processer
113	01	12	Looking for job
114	01	14	Retired (same as 006)
115	16	10	Common laborer (same as 004)
116	33	11	Provider
117	70	9	Police officer
118	85	3	BIA
119	14	10	Sanitation
120	75	3	Manager
121	70	3	Offset printing
122	50	5	Auto parts salesman
123	01	13	Great grandmother
124	98	1	Optometrist
125	49	7	Machine operator
126	66	4	Bookkeeper
127	95	1	Meteorologist
128	99	1	President of United States
129	18	6	Quilting
130	71	3	Aircraft Quality Control, Tinker AFB
131	43	6	Body work (same as 084)
132	13	9	Dishwasher
133	04	10	Woodcutter
134	07	10	Maid
135	54	6	Watch maker
136	75	3	Own construction business
137	71	3	Censor
138	01	16	Girl watching
139	95	1	Space scientist
140	59	6	Craft workshop
141	77	9	Fish and game warden
142	63	7	U. S. Military
143	85	1	Reading specialist at elementary school
144	50	5	Work at Sears
145	28	9	Cook (same as 005)
146	72	3	Self-employed
147	36	7	House painter
148	33	11	Work with people
149	54	6	Silversmith
150	63	7	Military (same as 142)
151	99	1	Doctor
152	33	11	Miscellaneous
153	23	7	Manufacturing

CODE SHEET ACS-11
Continued

CODE	(STATUS)	(OCCGROUP*)	OCCUPATION
154	73	9	Probation Officer
155	35	9	Volunteer at Hospital
156	70	6	Teletype Man
157	99	1	Doctor (Same as 151)
158	83	1	Counselor
159	77	3	Director of Alcoholism
160	24	7	Equipment Operator
161	19	10	Carpet layer
162	01	15	Any that pay better
163	24	2	Rancher
164	01	16	Disabled
165	73	4	Post Office Clerk
166	36	7	Painter
167	26	10	Odd Jobs
168	26	7	Food Service Worker
169	67	1	Nutritionist
170	53	6	Sheet Metal
171	17	7	Single Needle Operator
172	81	3	Grants and Contracts
173	65	4	Office Job
174	37	6	Butcher
175	74	3	Voucher examiner
176	13	9	Janitor
177	51	10	Roustabout
178	25	10	Conservation work
179	69	9	Fireman
180	60	7	Business Management Trainee
181	75	3	Management
182	48	7	Assembly line worker
183	91	1	Pilot
184	36	6	Upholstry
185	24	2	Raise cattle
186	67	1	X-Ray Tech (Same as 098)
187	92	3	Commissioner of B.I.A.
188	63	6	Interior decorator
189	95	1	Clinical Psychologist
190	92	1	Editor
191	28	9	Travel guide
192	17	10	County road work
193	85	1	Fishing sportscaster
194	70	3	Quality Control Inspecting
195	82	3	Division operator OG&E
196	74	7	Generator Plant Operator (Electrical Energy)
197	68	5	Route Salesman
198	84	1	Coach
199	74	3	Coordinator for cultural programs
200	18	6	Beadwork
201	26	7	Oil Company
202	43	7	Work for government
203	37	6	Butcher (Same as 174)
204	88	3	Federal Property Manager
205	43	1	Museum Field Representative

CODE	(STATUS)	(OCCGROUP*)	OCCUPATION
206	90	3	Supervisor OG&E
207	35	9	Hospital work
208			
209	14	10	Furniture worker
210	48	1	Nutritional aide
211	65	7	Water Department
212	77	3	Adult Ed. Technician
213	45	7	Intern
214	69	3	Academic coordinator
215	58	1	Missionary work
216	88	1	Film writer
217	72	7	Airline Hostess
218	58	6	TV and radio repair
219	45	7	Adult Indian Education Project
220	43	7	Sampling Supervisor
221	54	9	Cosmetoligist
222	88	1	Poet
223	29	9	Barber
224	33	11	Fire Builder
225	20	7	Greenhouse
226	93	1	Pharmacist
227	22	10	Service attendant
228	45	7	Trainee
229	26	9	Prison
230	21	10	Dogfood Plant
231	79	3	Union organizer
232	51	6	Pipeliner
233	26	7	Dry Cleaner
234	79	9	Physician's Assistant
235	60	6	Plumber
236	37	7	Equipment operator
237	77	3	Tribal Opr. Spec.
238	93	1	Pharmacist (Same as 226)
239	45	7	Trainee (Same as 228)
240	65	4	P.B.X. Operator
241	50	4	CHR worker (Same as 064)
242	28	9	Tour guide
243	98	3	Vet.

* See attached list of Occupational Groups

777	"None"
888	Don't know
999	None given

OCCUPATIONAL GROUPS

1	Professional, technical and kindred workers
2	Farmers and farm managers
3	Managers, officials and proprietors except farm
4	Clerical and kindred workers
5	Sales workers
6	Craftsmen, foremen and kindred workers
7	Operatives and kindred workers
8	Private household workers
9	Service workers, except private household
10	Laborers, except farm and mine
11	Occupation not reported
12	Unemployed
13	Housewife
14	Retired
15	Any
16	None

CODE SHEET ACS-12

TRIBAL EVENTS
(Q48B1 & B2)

CODE	EVENT
01	Stomp dance
02	Pow wow
03	Meetings (tribal)
04	Tribal elections
05	Dances
06	Hand games
07	Management
08	Green Corn (dance)
09	I.T.C.
10	Cherokee work shop
11	Omaha
12	Blackleggin groups
13	All events
14	Dinners
15	Social gathering
16	Bowling league
17	Indian rodeo
18	Some, miscellaneous
19	Indian art
20	Johnson O'Malley
21	Church
22	Bread dance
23	Council
24	War dancing
25	Ki-he-ka-steh Pow Wow Club
26	Indian Women's Club
27	Events at council house
28	Indian singing
29	Choctaw-Chickasaw Alliance
30	Housing Authority
31	Mutual help housing commission
32	"49"s
33	Softball
34	Ke-too-wah
35	Arts and Crafts
36	Choctaw Center
37	Indian health
38	Band meetings
39	
40	History Organization
41	Planning Commission
42	Choctaw Labor Day
43	Baptist Cherokee Camps
44	Business
45	Indian Club
66	Question not asked
77	"None"
88	Don't know
99	No answer given

90

CODE SHEET ACS-13

ORGANIZATIONAL AFFILIATIONS
Q49A & B)

CODE	ORGANIZATION
01	Church
02	All Sports Association
03	PTA
04	VFW
05	American Legion
06	FFA
07	Sewing classes
08	Wichita Service Club
09	War Dance Association or social dance groups
10	Kiowa Club
11	(ard Clubs
12	Warrier Descendent Society
13	Masonic Lodge
14	Tribal affairs
15	Title IV
16	Democratic party
17	Outreach ministry
18	Native American Indian Church
19	Victory Club
20	Secretary Promenade Indian Club
21	Inter Tribal Council Inc.
22	Cherokee work shop
23	Baptist Bible Fellowship
24	International Oklahoma Bible Fellowship
25	Hand games
26	Technical training services
27	Latin American Club
28	Kiowa Tah-Pieh Group
29	National Woodcarvers Association
30	School Board
31	Personal Organization School
32	Eastern Star
33	Tribal dancing
34	Girl Scouts
35	School
36	Northeastern Development
37	D.A.R.
38	Nursing groups
39	Community sports
40	National Federation of Federal Employees
41	Rotary Club
42	Republican party
43	Rabbit Society Affiliation
44	Photography Club
45	Softball
46	Oklahoma Sheriff and Peace Association
47	Professional Engineers
48	Oscar Rose Woman's Association
49	Union
50	Red Cross

CODE SHEET ACS-13
Continued

CODE	ORGANIZATION
51	Bowling
52	Band Mother
53	Rebecca Lodge
54	Home Demonstration Club
55	Fraternal Order of Police
56	Black Feet
57	Tiah-Piah Society (Same as 28?)
58	Youth Program
59	SPCA
60	Community Acount Program
61	White Shrine of Jerusalem
62	Jaycees
63	Indian Community Center
64	Tulsa Youth Council
65	Indians
66	Training
67	Oklahoma Teachers Association
68	Kiwanis Club
69	USAF Reserves
70	Toastmasters
71	Miscellaneous
72	UMW
73	Quilting
74	Watchmaker's Guild
75	Community Representative
76	45th Infantry Division Association
77	"None"
78	BP&W
79	O.E.A.
80	Nurses Association
81	Indian Youth Council
82	Gideons
83	Lion's Club
84	REACT
85	Turkey Round-Up Club
86	E.S.A.
87	Ki-he-ka-pteh Indian Club
89	Masonic (Same as 13)
90	Indian Women's Club
91	Language Class
92	Alfa's
93	U.F.W.
94	Choctaw-Chickasaw Alliance
95	N.E.A.
96	Odd Fellows
97	Aux. M.I.T.P.A.
98	Hospital volunteer
99	No answer given

CODE SHEET ACS-14

COMMUNITY AFFILIATIONS
(Q50A & B)

CODE	AFFILIATION
01	Neighbors
02	Church
03	PTA
04	Chamber of Commerce
05	Lions Club
06	Police Department
07	Voting
08	Elks Lodge
09	Tribal Affairs
10	Camp Fire Girls
11	Volunteer Fireman
12	Masons
13	Annual Indian meetings
14	School activities
15	Latin American Club
16	American Legion
17	Referee Association
18	Men's League Basketball
19	American Junior Bowling Congress
20	Girl Scouts
21	C.I. Club
22	Home Community Group
23	Card Club
24	Senior Citizens
25	J.O.M.
26	Title IV
27	Children's sports
28	Community bingo
29	Community softball
30	Boy Scouts
31	Dance group
32	FFA
33	Retired People's Association (AARP)
34	Red Cross
35	Various clubs
36	Agricultural Advisory Committee
37	School Board President
38	SPCA
39	O.R.O.
40	Kickapoo Community
41	All
42	Teenagers
43	Cherokee Workshop
44	USAF Reserves
45	Toastmasters
46	VFW
47	Future Business Leaders of America
48	BFW Bingo
49	Tupperware parties
50	Nicut

Office of Indian Education
Part C

CODE	AFFILIATION
51	P.T.O.
52	Home Demonstration
53	Retired Servicemen
54	Comanche Indian Veterans Association
55	Business Committee
56	Tulsa Indian Youth Council
57	City government
58	Miscellaneous
59	CHR Group meetings
60	Pee Wee football
61	REACT
62	Odd Fellows
63	Country Club
64	Baseball Club
65	FHA
66	Youth meetings
67	Young adult meetings
68	Housing Commission
69	Tribal Land Office
70	Quilting
71	All Indian Rodeo Association.
72	W.M.U.
73	Volunteer for Psychologist
74	Education
75	Politics
76	Indian Homemakers
77	"None"
78	Indian War Dances
79	Faith Seven Workshop
80	Kiwanis Club
81	Study Club
82	Historical Inc.
83	H-H Program
84	Hospital Auxiliary
85	Indian Parent Commission
86	A.S.C. Commission
87	Public Relations
89	American Indian Expo.
90	Representative
91	Junior Chamber of Commerce
92	Warrior Descendant Society
93	H.D.C.
94	Alumni Chapter
99	No answer given

CODE SHEET ACS-15

INTERESTS AND HOBBIES
(Q51A & B)

CODE	INTERESTS AND HOBBIES
01	Fishing
02	Squirrel and coon hunting (hunting)
03	Watching softball games or coaching
04	Camping
05	Gardening (plants)
06	Sewing
07	Reading
08	All sports
09	Cooking
10	Swimming
11	Skiing
12	Tennis
13	Yard work
14	Coin collecting
15	Participating in solfball games
16	Dancing
17	Arts and crafts
18	Bible school
19	Hot rodding
20	Beauty operator
21	Woodworking
22	Feather making
23	Basketball
24	Drawing
25	Golf
26	Bowling
27	Crocheting
28	Typing
29	Quilting
30	Playing piano
31	Guitar playing
32	Painting
33	Bead work
34	Buckskin dresses
35	Bicycle
36	Visiting and traveling
37	Carpentry
38	Leatherwork
39	Indian crafts
40	Electronics
41	Silversmith
42	Going to school
43	Make jewelry
44	War dance constumes
45	Collecting Indian things
46	Building
47	T.V.
48	Customizing motor cycles
49	Sculpture
50	Music

CODE SHEET ACS-15
Continued

CODE	INTERESTS AND HOBBIES
51	Collecting records
52	Baseball
53	Collect horse shoe nails
54	Collect old iron plows
55	Raising chickens
56	Making shawls
57	Playing cards
58	Football
59	Flying
60	Traveling
61	Florist
62	Volleyball
63	Horseback riding (horse tending)
64	Making dolls
65	Macrame
66	Helping or working with people
67	Mechanic
68	Plastic models
69	Family activities
70	Mess with TV sets
71	Needlepoint
72	Talking
73	Counseling
74	Basket making
75	Bird watching
76	Miscellaneous
77	"None"
78	Singing
79	Potted plants
80	Karate
81	Flower arranging
82	Dancing
83	Housework
84	Radio, listening to
85	Photography
86	Writing
87	Inventor
88	
89	Playing pool
90	Boating
91	Cake decorating
92	Farming
93	Interior decorating
94	Crochet (Same as 27)
95	Roping
96	Eating
97	Ranching
98	Needlepoint (Same as 71)
99	No answer given

CODE SHEET ACS-16

AGEX

CODE	AGE
20	16-20
25	21-25
30	26-30
35	31-35
40	36-40
45	41-45
50	46-50
55	51-55
60	56-60
65	61-65
70	66-70
75	71-75
80	76-80
85	81-85
90	86-90
95	91-95
98	96 years or over
99	Age not given

CODE SHEET ACS-17

ADDED VARIABLES

(Q49A & B)

CODE	ORGANIZATION
100	Indian Youth Council
101	Okfuskee Division of Creek Tribe
102	W.M.U.
102	Alumni Association
103	T.W.U.
104	Indian Capital Archers
105	Indian Extension Club
106	Release Society
107	Oklahoma for Indian Opportunity OIO
108	Faith Seven Workshop
109	F.H.A.
110	Ramona Exch. Club
111	Ke-too-wah
112	Civic Club
113	Chamber of Commerce
114	Medical Society
115	Women's Society
116	CB's Club
117	National Congress of American Incians NCAI
118	Okayhoma Club
119	Fortnightly Club (Federated Club)
120	Bowes Hunting Club
121	Arts and Crafts Co-op
122	All
123	Intermural Sports
124	Indian Club
125	American Indian Women's Association
126	Johnson O'Malley (JOM)
127	Camp Fire Girls
128	Rural Water Board
129	Volunteer
130	Oklahoma Intercollegiate Legislature
131	Junior Chamber of Commerce
132	Pow Wow
133	Sorority
134	Union Operating Eng.
135	Art State Society Tech.
136	Civic Adrone
137	Family activities
138	Community meetings
139	Extension Homemakers Club
140	Mission Planning Committee
141	NIEA
142	NASA
143	Ladies Auxiliary
144	NEOIEA
145	Housing
146	HDC
147	Booster Club

CODE SHEET ACS-18

ADDED VARIABLES

(Q51A & B)

CODE	
100	School activities
101	Preaching
102	Small gasoline mach.
103	Stickball
104	Stomp dance
105	All
106	Art work
107	Scuba diving
108	Rebuilding motorcycles
109	Indian jewelry
110	Politics
111	Polyanesian dancing
112	Welding
113	Embroidery
114	Gymnastics
115	Antiques
116	Rock hound
117	Ranching
118	Motorcycles
119	Canning
120	Hiking
121	Ceramics
122	Liquid Embroidery
123	Hunting Club
124	Repairing appliances
125	History
126	Counseling (same as 73)
127	Church work
128	Coin collecting
129	Communications
130	Drums
131	Guns
132	Write bilingual material
133	Make candles
134	Outdoor recreation
135	Make bows and arrows
136	Archery
137	Keep house
138	Working with metals

APPENDIX 8

RESEARCH AND DEVELOPMENT MEMORANDUM NUMBER 3

ADULT EDUCATION AND LITERACY ANNOTATED BIBLIOGRAPHY

RESEARCH AND DEVELOPMENT
MEMORANDUM NO. 3
ADULT EDUCATION AND LITERACY
ANNOTATED BIBLIOGRAPHY

Prepared By

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Lloyd C. Lentz - Research Associate

November 1975

American Indian Institute
University of Oklahoma
Norman, Oklahoma 73037

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INTRODUCTION

References that appear in this annotated bibliography were obtained through the facilities of the Merrick Computer Center at the University of Oklahoma. The General Information Processing System (GIPSY) was searched for a total of 73,621 abstracts using the two subject classifications of "Literacy" and "Adult Literacy". This GIPSY information file carries an update of 1973-74. This collection of abstracts represents a portion of those listings determined to be most useful in the subject area of this project.

References appearing in this bibliography are indexed alphabetically by author in both sections.

Any information, comments or questions concerning this publication should be addressed to the authors.

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August 1969.

Title - Adult Education and the Disadvantaged Adult.

Author - Anderson, Darrell; Niemi, John A.

Publication Date - April 1969

Descriptor - Adult Basic Education; Adult Education; Disadvantaged Groups; Educational Background; Educational Planning; Educational Problems; Employment; Home Economics Education; Housing; Interaction; Literacy Education; Physical Health; Psychological Characteristics; Research; Socioeconomic Background; Tests; Vocational Education.

Abstract - The concern of the study was to examine the role of education in altering the social and personal characteristics of disadvantaged adults. Data were collected through a review of the literature and have been limited mainly to research reports on remedial adult education programs. Findings showed that the disadvantaged, who are hampered by psychological disabilities, have the lowest income, the largest families, the poorest education, the highest incidence of ill health, the least change of employment, and little promise of a better future. Largely because of discrimination, the poverty subculture is compelled to evolve its own way of life, and programs of change seem doomed if they adhere to established patterns of contact. These programs should cope with the fundamental problem of overcoming the resistance of the disadvantaged to education. Specific details of educational planning to solve the problems inherent in programs designed for such adults are unavailable because of the scarcity of research. (Included are test instruments, an analysis of the programs, an extensive bibliography, instructions on ordering Eric Publications, and a list of other Eric-AE Publications).
Institution Name - Syracuse University, New York. Eric Clearinghouse on Adult Education.

Accession Number - ED 029160

Clearinghouse Accession Number - AA 000350

Title - Doble Research Supplement (Digest of Bilingual Education).

Author - Berney, Tomi D., Ed.; Eisenberg, Anne, Ed.

Publication Date - December 1968

Descriptor - Bilingual Education; Bilingualism; Bilingual Schools; Bilingual Students; Cultural Differences; English; English (second language) Literacy; Mexican Americans; Sociolinguistics; Spanish Speaking; TENL Identifier Hiligaynon; Irish; Philippines; Section 7 Elementary and Secondary Education Act; Welsh.

Abstract - This bulletin summarizes the arguments for bilingual education in the United States. More than one language is needed as the medium of instruction where the child's mother tongue may not be English. Instruction in a weaker language not only retards reading, but arithmetic and other subjects not as well learned if the child must cope with unfamiliar subject matter in an unfamiliar tongue. In the past, many tests of language proficiency have not been properly designed, resulting in misleading scores. A committee of educators and administrators has suggested that bilingual schooling can result "in superior educational achievement." Experimental projects, using the mother tongue as the medium for instruction at early stages, support this proposition. In addition, bilingual programs tend to improve community involvement in the education process. Three pages of selected bibliography cover research, background information, selected programs in bilingual education, and further information.

Accession Number - ED 025756

Clearinghouse Accession Number - AL 001674

Title - A Bookless Curriculum

Author - Brown, Roland G.

Publication Date - 1972

Descriptor - Creative Reading; English Curriculum; English Instruction; Experimental Curriculum; Films; Film Study; High School Students; Language Arts; Mass Media; Media Selection; Program Descriptions; Reading Programs; Visual Literacy.

Abstract - If a student reaches high school and cannot read, the only route to success may lie in a media-oriented curriculum. In line with this philosophy, this report describes an experimental media-based curriculum to capitalize on the students' ability to grasp the written image. The philosophy behind the concept of a bookless curriculum is discussed first; then the objectives of the program and how it has been implemented are outlined. A year's lesson plans, centering around the use of mass media, are detailed. For each lesson plan, a particular film or discussion topic is identified, and the source, length, and a synopsis of each suggested film are provided, along with information about rental costs. Discussion questions and suggestions for small-group activity are also provided. Appendices provide the teacher with student questionnaires, statistical data derived from a pilot project, and 12 production units the teacher may want to use for class involvement and participation. Availability; Pflum/Standard, 38 West Fifth Street, Dayton, Ohio 45402

Accession Number - ED 067887

Clearinghouse Accession Number - EM 010378

Title - Basic Reading Inventory, Form A (and) Adult Basic Reading Inventory, Form A, Manual of Direction (and) Technical Report No. 1, Basic Reading Inventory.

Author - Burnett, Richard W.

Publication Date - 1966

Descriptor - Adult Basic Education; Functional Illiteracy; Manuals; Reading Ability; Reading Tests; Test Interpretation.

Abstract - The adult basic reading inventory is designed for use with any age group for immediate identification of the individual's capability to learn to read. Potential strengths and weaknesses are established to aid in the proper assessment of reading materials for use in both individual and group instruction. The manual offers directions for test administration and interpretation of test results and an overview of the reading learning process to aid the instructor in building an effective literacy program. Originally developed under the sponsorship of the Adult Education Department of the Illinois Superintendent of Public Instruction, the inventory can be used in all basic adult education programs. (This document includes the technical report which gives correlations of the basic reading inventory with other measures of reading ability--Kuder, Richardson, California Reading Test, Gates Advanced Primary Reading Test, and Gates Grade Equivalent Scores).
Institution Name: Scholastic Testing Service, Bensonville, Illinois

Accession Number - ED 019548

Clearinghouse Accession Number - AC 000912

Title - Adult Population Distribution With Regard to Social, Economic, and Ethnic Characteristics.

Publication Date - 1969

Descriptor - Academic Achievement; Adults; Ethnic Groups; Family Income; Functional Illiteracy; Population Distribution; Statistical Data; Urban Areas.

Abstract - The publication presents data on the number and geographic distribution of uneducated adults in the State of California giving information that can be used to provide meaningful programs for adults. Data have been tabulated by area ("standard metropolitan statistical areas," Counties, and "Urban Placed") and by population groups (total population, nonwhite population, and Spanish-Surname population). The specific factors with which the study is concerned are the number of adults with less than a fifth grade education, the median school years completed by adults in each of the population groups. Institution Name - California State Department of Education, Sacramento, Bureau of Adult Education.

Accession Number - ED 039567

Clearinghouse Accession Number AC 006514

Title - Public Library Service to the Illiterate Adult, Proceedings of a Seminar (March 9-11, 1972).

Author - Casey, Genevieve M., Ed.

Publication Date - 1972

Descriptor - Adult Basic Education; Adult Reading Programs; Conference Reports; Functional Illiteracy; Illiterate Adults; Library Materials; Library Services; Public Libraries; Seminars.

Abstract - The objectives of this three-day seminar were to increase the knowledge about the functionally illiterate adult and his characteristics, research about non-reading adults, materials available for them, public library services and programs for illiterate adults as well as basic adult education activities offered by schools and other community agencies. The topics of the papers delivered are The Functionally Illiterate Adult: Who Is He, Where is He, Why is He?; Library Materials For Adult New Readers; The Role of the Southern Appalachian Public Library In Dealing With Functional Illiteracy; The Reader Development Program: Philadelphia Free Library; An Approach to Reading Programs For Adults; Comments Relative to Project R.E.A.D.: The Detroit Public Schools Adult Basic Education Program; Guidelines for Library Service to the Functionally Illiterate Adult: A List of Books, Periodical Articles and Films; and Background Readings About Adult New Readers.
Institution Name - Wayne State University, Detroit, Michigan. Office of Urban Library Research.

Accession Number - ED 067133

Clearinghouse Accession Number - LI 003880

Title - Leader: Literacy Education Assistance for the Development of Educational Resources. A Handbook for Organizers of Basic Reading Programs for Adults and Teenagers.

Author - Colvin, Ruth J.

Publication Date - 1972

Descriptor - Adult Basic Education; Community Programs; Educational Resources; Guides; Leaders Guides; Leadership Training; Literacy Education; Occupational Information; Personnel Needs; Program Evaluation; Remedial Reading Programs; Teacher Education; Vertical Organizations; Volunteer Training.

Abstract - Guidance for leaders of volunteer groups working to combat adult illiteracy in local communities is provided in practical detail. In Chapter 1, problems of illiteracy, the results of an interview pool with a sample population of Americans 16 years of age and older show that there are 21,000,000 adults in the United States whose skills are not even "survival" reading skills, and a million and a half of these adults are totally illiterate. Chapter 2 volunteers and volunteerism, discusses why volunteer tutors are needed, why many potential students need a one-to-one teacher-student situation, why people volunteer, why volunteers teach reading in a tutorial setting, and why an organization for volunteer tutors should be started. Chapter 3 describes the organization process under the heading of the nucleus leadership group. In Chapter 4, presenting the problems of illiteracy, discussion is centered around statistics on local illiteracy, determining illiteracy in your locality, survey of community adult basic education, survey of community needs with existing agencies, human interest stories, suggesting problem solutions, and requesting sponsorship. Chapter 5, organization of literacy program leadership, presents charts of a simple and of a more complex literacy organization. Job descriptions for each of the positions shown on the charts are provided. An application form for trainees in a teacher training workship and initial student report and annual student report forms are included, as is a supervisor's or teacher's report form and a diploma. Chapter 6, evaluation of a good volunteer literacy program, provides an evaluation check list.

Institution Name - Literacy Volunteers, Inc., Syracuse, New York.

Accession Number ED 078234

Clearinghouse Accession Number - AC 014410

Title - Read: Reading Evaluation Adult Diagnosis

Author - Colvin, Ruth J; Root, Jane H.

Publication Date - 1972

Descriptor - Adult Literacy; Reading Tests; Student Testing; Tests; Word Lists; Word Recognition.

Abstract - The Read (Reading Evaluation -Adult Diagnosis) Test, developed to provide the information needed by teachers of reading for adults or for older students who need more mature materials, is provided. The test is divided into three parts. Part I tests the student's acquaintance with words in general. This part is composed of four lists derived from words that appear both on the Botel Reading Inventory Tests and on the functional reading work list for adults. From this test's results, the teacher can determine what words the student can read of those he is likely to encounter most frequently. Part II is a series of tests that provide an index of the student's word recognition skills. This part begins with tests of reading subskills such as knowledge of the letters of the alphabet and knowledge of the sounds that letters represent. The other tests indicate whether the student knows the most common pronunciation of groups of letters that occur frequently in English. From the results of Part II, the teacher knows whether the student has the information he needs to determine independently the pronunciation of a word. Part III provides the teacher with the general level of the student's functioning when he is using materials in context. It also provides an indication of the student's reading comprehension. Part IV is composed of stories whose themes were suggested by the experience stories of adults in Basic Reading Instruction. The Read Test Battery is to be administered individually. A test summary sheet for test results is provided. Also included in this book is a group screening test, which can be used to determine which students need further testing and diagnosis.

Institution Name - Literacy Volunteers, Inc., Syracuse, New York

Accession Number - ED 078236

Clearinghouse Accession Number - AC 014412

Title - A Study of Literacy Voter Tests

Author - Cortright, Richard W.

Publication Date - March 1969

Descriptor - Evaluation; Grade 6; Literacy; Reading Level; State Standards; Tests; Vocabulary Development; Voter Registration; Voting Rights.

Abstract - A review of the political controversy surrounding the constitutionality of literacy tests and fairness of judging literacy at a sixth grade level resulted in analysis of literacy voter tests in several states, and Louisiana and Alabama in particular. Both states required citizenship, age of 21 and ability to read and write any article of the United States Constitution, with Alabama requiring the English language to be used. The Dale-Chall readability formula was applied to the Louisiana test and revealed a ninth grade reading level. The Flesch formula was applied to the Alabama test and the Dale-Chall Reading Level revealed a grade of thirteen to fifteen; while a third formula by Gunning, revealed an eighth grade score. It was concluded that the tests were not based upon a sixth grade reading level, and either this grade should be changed to an eighth grade level or above, or a different test not requiring reading of the Constitution should be used. An alternative would be to teach registrants with special reading materials with technical political vocabulary. It was recommended that one consider the ability to take tests, to fill in blanks, and to complete multiple choice questions and sentences.

Accession Number - ED 029218

Clearinghouse Accession Number - AC 004288

Title - Assessment of Functional Illiteracy In Washoe County and a Strategy of Recruitment for the Adult Basic Education Program

Author - Davis, Mary

Publication Date - January 1970

Descriptor - Adult Basic Education; Educational Objectives; English (second language); Functional Illiteracy; Surveys

Abstract - This study considers two questions: (1) Who are the functional illiterates in the Reno-Sparks area? and (2) How can they be brought into the adult basic education program if they are not at present enrolled? A survey was made of the area to obtain statistical information concerning the functional illiterates. A compilation of the statistics is presented in tables, as are estimates of the number of functional illiterates. Recommendations are that: (1) Publicity of the English second language and adult basic education programs be increased; (2) the total targe population be reevaluated; (3) both programs be upgraded; and (4) every effort be made to keep the student in the program.
Institution Name - Nevada University, Reno College of Education

Accession Number - ED 051494

Clearinghouse Accession Number - AC 010411

Title - Adult Reading Abilities: Definitions and Measurements

Author - Decrow, Roger, Ed.

Publication Date - July 1972

Descriptor - Adult Literacy; Adult Reading; Bulletins; Functional Reading; Literacy; Publications; Reading; Reading Ability; Reading Habits; Reading Skills; Reading Tests; Tests

Abstract - The progress of several projects defining and measuring adult literacy is reported in this publication of the National Reading Center. A summary description of the basic approach of the project is given, rather than a digest of findings. Among the studies reported on are the National Assessment of Educational Progress (NAEP) in Reading, The Adult Performance Level Study of Life Skills and Requirements, the Louis Harris Study of Real-Life Related Reading Objectives, and the Educational Testing Service Study of Adult Reading Behavior. Institution Name - National Reading Center Foundation, Washington, D.C.

Accession Number - ED 068810

Clearinghouse Accession Number - AC 012931

Title - Army 'New Standards' Personnel: Relationships Between Literacy Level and Indices of Military Performance

Author - Fisher, Allan H., Jr.; Brown, George H.

Publication Date - April 1971

Descriptor - Enlisted Men; Literacy; Low Ability Students; Military Training; Multiple Regression Analysis; Performance Factors; Research; Task Performance

Abstract - In 1966, the Department of Defense lowered entrance standards for military service. Men who enter the service as a result of this action are called 'new standards' men. In this research, the relationship between literacy status of a sample of new standards men after 23 months of army service and various indices of military performance was determined. A second objective was to develop an equation for predicting 23-month literacy status. Analysis was carried out for 3,009 men on data extracted from the computerized project 100,000 data file. Literacy status at 23 months was found to be only slightly, although positively related, to most of the performance and status indices. A regression equation was developed for predicting 23-month literacy status on the basis of entry characteristics using half the sample and produced a multiple correlation of +.62; a cross-validation test on the other half of the sample showed a correlation of +.60. Institution Name - Human Resources Research Organization, Alexandria, Virginia.

Accession Number - ED 056273

Clearinghouse Accession Number - AC 012011

Title - The 1971 National Reading Difficulty Index: A Study of Functional Reading Ability in the United States for the National Reading Center

Author - Harris (Louis) and Associates

Publication Date - August 1971

Descriptor - Adults; Age Differences; Educational Research; Functional Illiteracy; Geographic Location; Income; Interviews; Questionnaires; Racial Factors; Reading Ability; Reading Difficulty; Statistical Analysis; Tables (data).

Abstract - This study measured the extent of reading deficiencies in the United States. The research focused on reading skills that are required to cope with everyday experiences common to the lives of most Americans. Interviews were conducted with randomly designated respondents in 100 different locations throughout the country. The National sample used is based on the 1970 census. For scoring purposes the material in the questionnaire was divided into 10 separate sections or series: (1) Telephone dialing series, (2) classified housing ads, (3) classified employment ads, (4-10) the application form: (A) Personal identification series, (B) employment series, (C) income series, (D) housing series, (E) automobile series, (F) medical series, and (G) citizenship series. It is concluded that 4% of the U.S. population 16 years of age and older (approximately 5,649 adults) suffer from serious deficiencies in functional reading abilities. The reading difficulty index for Blacks (64) is nearly three times as high as that for Whites (22). Income level and age are two other indicators of reading ability. Easterners and southerners scored lower than those in the midwest and west. An appendix presents the statistical treatment of the questionnaire data, as well as a copy of the eight-page questionnaire.
Institution Name - Harris (Louis) and Associates, Inc., New York, New York.

Accession Number - ED 057312

Clearinghouse Accession Number - AC 012159

Title - Survival Literacy Study

Author - Harris (Louis) and Associates

Publication Date - September 1970

Descriptor - Adult Literacy; Functional Illiteracy; Functional Reading; Illiterate Adults; Reading Ability; Reading Skills; Reading Tests; Statistical Data; Surveys; Tables (data); Technical Reports.

Abstract - This study by Louis Harris and Associates was designed to determine the percentage of Americans lacking the functional or practical reading skills necessary to survive in this society. A test on reading and filling out application forms indicated that from 4.3 million to 18.5 million Americans are functionally illiterate. The average range of functional illiteracy for rural dwellers was 4-16%; the percentage of city residents with functional illiteracy was 4-13%. Fewer persons residing in small towns and cities had difficulty reading forms and suburban residents filled out the forms most easily. The south had the highest range of functional illiteracy (4-15%), and people in the West tended to have fewer reading deficiencies than those in other areas. Practical literacy appears to descrease in direct proportion to income in the United States. The age group from 16 to 24 proved the most literate and the oldest (50 and older) were the most deficient in reading ability. Women had fewer deficiencies than men. The literacy range of immigrants to the United States was 7-16% compared to a range of 3-13% for the native-born. Reading ability increased in direct proportion to years of education.

Institution Name - Harris (Louis) and Associates, Inc., New York, New York.

Accession Number - ED 068813

Clearinghouse Accession Number - AC 012934

Title - Creating Adult Basic Education Programs

Author - Harris, Dolores M.

Publication Date - 1972

Descriptor - Adult Basic Education; Adult Development; Adult Education Programs; Adult Literacy; Adult Reading Programs; Adult Vocational Education; Disadvantaged Groups; Educationally Disadvantaged; Educational Needs; Literacy Education; Models; Program Descriptions; Program Evaluation; Socioeconomic Status; Speeches; Student Evaluation

Abstract - Adult Basic Education programs must teach the "Social Living Skills" disadvantaged adults need, as well as basic literacy skills. In creating an ABE program, one must first assess the needs of the target population--through surveys, group meetings, an advisory council of members of the target population, demographic studies, and consideration of physical requirements. Population needs, facilities staff, budget, and time schedule determine the type of organizational model used; Community-Based, Home-Based, Employment-Based, Institution-Based, Community College-Based, or Public School-Based. Instructional designs may take the form of a laboratory program, a traditional classroom, individualized instruction, a tutorial program, or a combination of approaches. Recruitment can be best accomplished through personal canvassing, linkages with agencies serving the target population, use of the mass media and other public relations efforts, and cooperative efforts with business, industry, and labor groups. Retention of students depends on such factors as the sympathy and sensitivity of the staff, the physical facilities, a sense of social ease, and the relevance of the curriculum. Student evaluation, on an individual basis, through informal or formal testing is necessary for initial placement, individual prescriptions, and assessment of progress. Program evaluations, and changes based on them, are essential to assure that the program is meeting its objectives.

Institution Name - Glassboro State College, New Jersey

Accession Number - ED 070904

Clearinghouse Accession Number - AC 014021

Title - An Intensive Investigation of the Problems Associated With Young Men Who Are Mentally Unqualified For Military Service. Final Report

Author - Hqu, A.M.; and others

Publication Date - May 31, 1967

Descriptor - Aptitude; Economic Status; Educational Background; Emotional Maladjustment; Employment Experience; Employment Potential; Employment Problems; Family Background; Individual Characteristics; Intelligence; Literacy; Males; Mentally Handicapped; Military Service; Motivation; Pilot Projects; Questionnaires; Test Results; Vocational Adjustments; Youth

Abstract - The vocational potentials, problems of vocational adjustment, and special needs for assistance of 82 urban and 21 rural rejectees were studied, and recommendations of the methodology for a national study were made. Information on intelligence, vocational aptitudes, current employment and vocational status, literacy and educational attainment, attitudes and motivation for training or work, psychological and physical health, and socioeconomic situations through the use of the Wechsler Adult Intelligence Scale, The General Aptitude Test Battery, the Rorschach Test, and a comprehensive interview by a psychiatric social worker was elicited. Almost all of the rejectees had the potential to perform useful work but had experienced great irregularity of employment. There was serious need for remedial education in basic language and number skills, and for help in solving psychological problems, and developing more satisfactory work habits. These efforts needed to be complemented by better employment opportunities. It was recommended that (1) a national survey give special attention to sampling problems and to developing or testing new sources of information on certain rejectee characteristics, and (2) an experiment be undertaken to test the effects of specific program features on factors in the problem areas identified by the pilot study such as insufficient motivation, inadequate work habits, low educational achievement, and psychological maladjustment. The appendix includes the interview instrument and statistical data.

Report Number - SU-225

Institution Name - Research Triangle Institute, Durham, North Carolina

Accession Number - ED 015330

Clearinghouse Accession Number - VT 004325

Title - The Development of a Collection of Adult Tasks for Assessment of Literacy

Author - Jackson, Rex

Publication Date - April 1972

Descriptor - Adult Literacy; Criterion Referenced Tests; Item Analysis; Literacy; Literacy Education; Reading Skills; Research and Development; Task Analysis; Test Construction

Abstract - Efforts to develop a collection of reading test items suitable for measuring adult literacy are described. The project, part of project I of the targeted research and development program in reading, sought to identify characteristics of literacy levels and to define tasks which might be used in a criterion-referenced test to assess possession of those characteristics. It was felt that such tasks should realistically reflect adults' everyday reading behavior and should be associated with benefits which adults might realize from being able to perform the tasks. It was also decided that tasks should be practical rather than academic and that numbers of tasks of a given point be based on frequency and duration of time spent in real-life activities upon which the tasks are based. In addition, self-reported nonreaders' statements of their abilities ought to be considered. It is planned that once items are developed based on such criteria, a panel of test developers will construct psychometrically sound instruments from the large bank of items developed by project participants.

Accession Number - ED 061023

Clearinghouse Accession Number - RE 004074

Title - USOE Sponsored Research On Reading. ERIC/ORIER Reading Review Series, Volume 1, Bibliography 5.

Author, Laffey, James L.

Publication Date - March 1968

Descriptor - Ability Grouping; Comparative Analysis; Culturally Disadvantaged; Dropout Problems; Experimental Programs; Instructional Innovation; Language Development; Language Skills; Learning Processes; Linguistics; Literacy Education; Reading Materials; Reading Programs; Reading Research.

Abstract - A listing of 143 important research reports completed in reading and closely related topics covering preschool through college and adult years is presented. Relevant issues of "Research in Education," the "Office of Education Research Reports, 1956-65, Resumes" (OE012029, $2.00), "Office of Education Research Reports, 1956-65, Indexes" (OE-12029, $1.75) were reviewed, and documents presenting discussions of research on reading and allied topics were selected for inclusion. The bibliography provides a comprehensive review of all USOE projects on reading funded by the Bureau of Research since its inception in 1956. Each entry includes citation, data, index terms, and a descriptive abstract of the contents of the documents. All documents abstracted are available from EDRS/NCR. Complete information on microfiche and hard copy process is included with each document as is the ED number necessary for ordering each document.
Institution Name - Indiana University, Bloomington, Indiana. ERIC Clearinghouse on Reading.

Accession Number - ED 016603

Clearinghouse Accession Number - RE 001132

Title - Review of Contemporary Research on Literacy and Adult Education in Latin America

Author -- Marquardt, William F.

Publication Date - December 1967

Descriptor - Adult Basic Education; Applied Linguistics; Behavior Patterns; Bibliographies; Clearinghouses; Economic Development; Illiterate Adults; Information Dissemination; Information Sources; Instructional Materials; International Organizations; Literacy Education; Organizations (groups); Private Agencies; Program Evaluation; Religious Agencies; Research Reviews (publications); Social Development; Statistical Studies; Teaching Techniques.

Abstract - A review of research categorizes literacy and adult basic education in Latin America as follows: (1) general reports of the numbers and occupational types of illiterates in each country; (2) reports of the activities and accomplishments of public, private, and international organizations and groups in promoting literacy and adult basic education; (3) studies evaluating the effects of literacy and adult basic education on social and economic developments; (4) studies evaluating the effectiveness of specific methods, materials, or media in teaching desired skills or behavior to particular groups of illiterate and uneducated people; (5) background studies of the social, psychological, or language behavior patterns of specific clientele groups. Related dissemination and documentation efforts conducted in this field by the ERIC Clearinghouse on Adult Education, the Centro Regional De La Education Fundamental Para La Americana Latina, and the ERIC Clearinghouse on Literacy, are also described.

Accession Number - ED 015396

Clearinghouse Accession Number - AC 001778

Title - Teaching Adults to Read; Research and Demonstration in a Program of Volunteer Community Action

Publication Date - March 1969

Descriptor - Academic Performance; Attendance; Bibliographies; Demonstration Programs; Educational Methods; Follow-up Studies; Illiterate Adults; Literacy Education; Reading Instruction; Reading Tests; Research; Socioeconomic Status; Student Characteristics; Teacher Characteristics; Testing; Tutoring; Volunteers

Abstract - As an evolving program of action research, this project for adult literacy focused on the complex problems of adult illiteracy and its mitigation in a major urban community (Boston, Massachusetts). It was undertaken to teach reading; assess the use of volunteers in adult literacy education; evaluate two reading methods for use with adult illiterates voluntarily studying in a community setting; and gather and communicate basic knowledge on illiteracy, adult illiterates, and program organization and administration. Much attention was given to analyzing statistical data on student and volunteer tutor backgrounds, student attendance, reactions to training, results of reading and related tests, reading progress at three stages, and factors assumed to have inhibited prior development of learning skills. A major finding was that reading in high gear and the approach of the Massachusetts council for public schools had similar shortcomings, but that the varied materials of the MCPS school system permitted greater flexibility for experimentation towards meaningful change. (The document includes 121 tables and figures, measurement instruments, cross-tabulations, and an extensive bibliography).

Institution Name - Massachusetts Council for Public Schools, Inc., Boston, Massachusetts.

Accession Number - ED 039417

Clearinghouse Accession Number - AC 006746

Title - The Doubly Disadvantaged: A Study of Socio-Cultural Determinants In Mental Retardation

Author - Meisgeier, Charles

Publication Date - July 1966

Descriptor - Anglo-Americans; Cultural Differences; Cultural Disadvantagement; Disadvantaged Youth; Ethnic Groups; Exceptional Child Research; Family (Sociological Unit); Health; Illiteracy; Latin American Culture; Mentally Handicapped; Mexican Americans; Migrant Children; Migrant Health Services; Migrant Problems; Minority Group Children; Minority Groups; Negro Culture; Socioeconomic Influences

Abstract - Citing relevant studies and providing statistical data in 29 figures and 28 tables and 15 appended tables. The report describes the characteristics of Texas' three major ethnic groups, Anglos, Latin Americans, and Negroes; discusses mental retardation in relation to socio-cultural factors, deprivation, health factors, education and illiteracy and migrancy; and considers the characteristics of residential school enrollment. One bibliography cites 70 items; a second annotates 52 items on Latin American migrant labor. Guide questions for Negro and Latin American group meetings and excerpts from the Texas Migrant Health Project are included.

Institution Name - Texas University, Austin. Extension Teaching and Field Service Bureau, Austin, Texas.

Accession Number - ED 025081

Clearinghouse Accession Number - ED 003042

Title - A Plan For Fluency First

Author - Mullen, Dana

Publication Date - 1971

Descriptor - Adult Education; American Indian Culture; American Indians; Bibliographies; Curriculum Design; Educationally Disadvantaged; English (Second Language); Illiteracy; Instructional Materials; Language Fluency; Language Skills; Mathematics; Reading Skills; Second Language Learning; Self Concept; Teaching Methods; Textbooks

Abstract - The program discussed in this report is designed for teaching English as a second language to disadvantaged adult among the Indian and Metis population in the Northern Prairie lands of Canada. It is especially intended for adults who are not literate in their own language and realizes that the students must speak English before they can learn to read it. The teaching approach is directly related to the interests of the trainees, and content, methods, and visual aids are constructed according to their experience. A situational approach is used. Other special features of the course include detailed use of instructional objectives and a planned daily "talking hour" in the students' own language. The course is planned as an integrated whole, so that the language lessons prepare the trainees for reading and mathematics. The report provides details on program organization and annotated lists of materials concerning language and language teaching and Indian culture and history. A proposed course content is provided along with a discussion of instructional arrangements and objectives. Institution Name - Saskatcheqan Newstart, Inc., Prince Albert, Canada.

Accession Number - ED 056565

Clearinghouse Accession Number - FL 002574

Title - National Adult Education Survey. Interim Report.

Author - Murphy, Con

Publication Date - April 1970

Descriptor - Adult Education; Adult Educators; Adult Farmer Education; Community Programs; Curriculum Development; Disadvantaged Groups; Educational Needs; Extension Education; Functional Illiteracy; Home Visits; Leadership Training; National Surveys; Participant Characteristics; Rural Extension; Teacher Education; University Extension; Vocational Education; Voluntary Agencies

Abstract - A survey of the needs of the community in the matter of adult education was conducted, and the type of permanent organization that should be set up to serve those needs was determined. Questionnaires, explanatory letters, leaflets, meetings, advertisements, and interviews were used to obtain data. The definition of adult education used was: It is all the educational activity engaged in by people who have broken with full-time continuous education. The survey results are discussed under the following chapter headings: General Needs; Informal Adult Education; Formal Adult Education; The Function of Voluntary Organizations; Personnel; Buildings and Accommodations; Other Media; Structure; Research; and Finance. Seven appendices present: percentage response from various groups invited to make submissions; a directory of agencies and voluntary bodies engaged directly or indirectly in adult education; Industrial Relations; University College Galway, Extra-Mural Programme, the Kellogg Extension Center, UCD; the adult educator; and submissions received. Recommendations of this interim report, which is intended only as a guideline include these: that vocational teachers should engage in extension work; that teachers and community leaders should make personal contact with adults who need education; that the training of voluntary leaders is of the highest importance.
Institution Name - Ministry of Education, Dublin, Ireland.

Accession Number - ED 060446

Clearinghiouse Accession Number - AC 012465

Title - Rankings of the States, 1969

Publication Date - 1969

Descriptor - Academic Achievement; Average Daily Attendance, Average Daily Enrollment; Census Figures; Educational Finance; Educationally Disadvantaged; Expenditures; Family Income; Instructional Staff; Literacy; Population Trends; State Federal Aid; State Surveys; Statistical Data; Student-Teacher Ratio; Tables (data); Tax Support; Teacher Salaries

Abstract - This report consists of tables which rank the states according to 132 separate items of data. The information may be used in interpreting and evaluating the various aspects of state school systems. Latest available figures are used in the report; some are estimates, others are based on sampling studies. National totals are shown in most tables. Items covered in the tables are population, enrollment, and attendance, teachers, educational attainment, general financial resources, governmental revenue, school revenue, governmental expenditures and debt, school expenditures, and a group of miscellaneous items. A 28-item bibliography of the sources of the data and an index are included.
Institution Name - National Education Association, Washington, D.C.

Accession Number - ED 032627

Clearinghouse Accession Number - EA 002510

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Title - Comprehensive Evaluation Project. Final Report

Publication Date - December 1969

Descriptor - Federal Programs; Grade 4; Grade 11; Items Analysis; Literacy; Occupational Information; Program Evaluation; Tables (data); Test Construction; Tests

Abstract - This project sought to develop a set of tests for the assessment of the basic literacy and occupational cognizance of pupils in those public elementary and secondary schools, including vocational schools, receiving services through federally supported educational programs and projects. The assessment is to produce generalizable average scores for groups of pupils rather than for individual students. Data collected by the tests will provide a basis for program evaluation criteria. The population consisted of 1,500 pupils at both the 4th and 11th grades with balanced representation for geographic regions, urbanism and school socioeconomic status. Six forms of the basic verbal status and the occupational cognizance tests were developed for each of the two grades. Basic verbal status tests included vocabulary (synonyms and category relationship) and reading comprehension. The occupational cognizance tests included occupational information, occupational intentions, and educational expectations. A complete item analysis is presented in tabular form. Manuals of directions for administering the tests and specimen test forms are appended.
Sponsoring Agency Name - Office of Education (DHEW), Washington, D.C.

Accession Number - ED 037571

Clearinghouse Accession Number - VT 010606

Title - Action Implications in Adult Basic Education Programs

Publication Date - 1971

Descriptor - Action Programs (community); Adult Basic Education; Adult Literacy; Disadvantaged Groups; English (second language); English Instruction; Job Skills; Learning Laboratories; Program Budgeting; Reading Skills; State Programs; Teacher Role; Teacher Workshops

Abstract - Eight articles on adult basic education are presented. The articles adapted from 1971 workshop presentations are: Action Implications for ABE Directors, by Alan Knox; ABE Budget Development, by Donald G. Butcher; Competent ABE Instructors, by William D. Dowling; Interview Techniques and Training, by Norman Kagan; Reading: The Basic In Adult Basic Education, by Dr. Wayne Otto; Black Dialect, by Darnell Williams; Ideas For ABE Teachers of English as a Second Language, by Dennis R. Preston; and Meaningful Lesson Topics, by Thomas A. Miranda.
Institution Name - Ohio State Dept of Education, Columbus, Ohio.

Accession Number - ED 065751

Clearinghouse Accession Number - AC 012729

Title - Results Of An Exploratory Study of Functional Illiterates in Macon County, Alabama

Author - Pinnock, Theo. J; and others

Descriptor - Educational Disadvantagement; Educational Improvement; Educational Problems; Experimental Programs; Experimental Teaching; Human Relations; Illiteracy; Improvement Programs; Negro Education; Rural Areas; Southern Community

Abstract - An exploratory study on various aspects of functional illiteracy, and an experimental instructional program were conducted. In Macon County, Alabama the sample selection consisted of approximately 650 Black and 10 White illiterates from a southern community. Data were gathered through interviews, questionnaires, tests, and rating techniques. Data were analyzed on personal variables, educational background, educational aspirations, economic status, and community involvement and participation. Approximately 18 pages reported conclusions and recommendations. Some of the more general findings were: (1) 96 percent of the subjects had completed only the eighth grade or less, (2) reasons for illiteracy were many and varied, and (3) two of the major problems were found to be the indifferent attitude of the state toward illiterate Blacks and Caucasians and a communication breakdown between the races. The teaching and testing experiments indicated enthusiastic participation by the subjects. The subject matter offered appeared to meet their needs. The recommendations suggested means to ameliorate problems and provide opportunities for illiterate persons.

Institution Name - Tuskegee Institute, Alabama

Accession Number - ED 010123

Title - Good Reading For The Disadvantaged Reader: Multi-Ethnic Resources.

Author - Spache, George D.

Publication Date - 1970

Descriptor - American Indians; Annotated Bibliographies; Booklists; Disadvantaged Groups; Eskimos; Inner City; Instructional Aids; Instructional Materials; Literacy Education; Mexican Americans; Minority Groups; Negroes; Puerto Ricans; Reading Instruction; Self-Concept

Abstract - Ways of improving reading instruction among the disadvantaged minority groups in our population is the concern of this book. It is the stated hope of the author that this book will alert teachers to the need to help pupils find books with which they can identify. Books in which they can find positive images of their race or ethnic type. To promote a better understanding of the disadvantaged person, chapters are presented concerning the self-concept, building the self-concept, and reading instruction with the disadvantaged. Following this, books and other teaching materials are listed to help teachers promote a positive self-concept for minority students. A brief annotation is provided for each title. The lists are extensive and include materials for the Black American, the American Indian, Eskimos, inner-city life, the Mexican-American and migrant workers, Orientals, and Puerto Ricans. Additional booklists are concerned with reading improvement, social science and science, materials for instructional units, audio-visual resources, and professional resources. Finally, adult literacy is discussed and materials are presented for helping to educate adult illiterates and school dropouts. Title and author indices and the names and addresses of publishers are included.
Availability: Garrard Publishing Co., Champaign, Illinois

Accession Number - ED 046637

Clearinghouse Accession Number - RE 003207

Office of Indian Education
Part C

Title - Literacy In The Vernacular: The Navajo Reading Study

Author - Spolsky, Bernard

Publication Date - November 1970

Descriptor - Acculturation; American Indians; Bilingual Education; Community Schools; Literacy; Navajo; Questionnaires; Reading; Reading Difficulty; School Role; Surveys

Abstract - This study notes the tendency among non-literate peoples such as the American Indians to lose their native language as the demands of modern technology increasingly push them towards literacy in a language which is not their own, and argues that literacy in the vernacular language may prevent such acculturation and language loss from going hand in hand. Relating this to the Navajo Indians, the author shows that, despite the relative ineffectiveness of English teaching programs, Navajo is steadily declining. Thus, although the recent Navajo reading study indicates that it is still the main language of Navajo-populated areas, Navajo continues to decline as more roads are built, as more children complete school, and as the reservation is increasingly exposed to the outside world. The author feels that the achievement of literacy in Navajo might prevent this shift to English. He believes that present programs directed at Navajo literacy may have a better chance than past ones because of the growing realization that teaching reading is easier in a child's strongest language as well as because of the community school movement, which includes the teaching of reading in Navajo as part of its program for community control of Navajo schools.

Accession Number - ED 047297

Clearinghouse Accession Number - AL 002739

Title - Literacy In The Vernacular: The Case of Navajo. Navajo Reading Study, Progress Report No. 8

Author - Spolsky, Bernard; Holm, Wayne

Publication Date - March 1971

Descriptor - Acculturation; Bilingualism; Language Role; Language Usage; Literacy Education; Navajo

Abstract - The present report is an expanded version of an earlier paper by the authors. Summing up last year's language maintenance study, it goes on to place the study in its general context as a contribution to Navajo literacy. Following the report is a complete listing of the publications of the study to date, with ED numbers and other information concerning availability.
Institution Name - New Mexico University, Albuquerque, New Mexico

Accession Number - ED 048584

Clearinghouse Accession Number - AL 002771

Title - The Situation of Navajo Literacy Projects. Navajo Reading Study Progress Report No. 17

Author - Spolsky, Bernard

Publication Date - April 1972

Descriptor - American English; American Indians; Bilingual Students; Dischronic Linguistics; Elementary School Students; Literacy; Navajo; Orthographic Symbols; Reading Skills

Abstract - The Navajo Reading Study has been prepared for a volume describing literacy projects in the indigenous languages of the Americas. In 1969-70, 2 surveys were made to determine the present language situation of 6 year old Navajo children. For each survey, a simple questionnaire was sent to all teachers with Navajo 6 year olds in their classes. Replies provided data on 79% of the Navajo children born in 1964, covering 84% of those actually in school. The results for the 2 years were similar. In 1970, 29.8% of the 3,653 children were reported as knowing no English, 39% as knowing a little English but not enough for first grade work, 20.7% as being equally at home in English and Navajo, 5.7% as being speakers of English who knew a little Navajo, and 4.8% as knowing only English. Also, 22 adult Navajos recorded tape conversations with 200 6 year old Navajo children at 10 different locations on the Navajo reservation. Interviews were transcribed, in normalized orthography, and key punched for computer processing. A total of 11,128 sentences, 52,008 words (tokens) representing a total of 8,775 different words (types), were processed. Results of the processing included a complete concordance giving each word in the context of each sentence in which it occurs a list of all the different words in alphabetical order, giving frequency and range. Also discussed were the history of Navajo literacy projects, Navajo orthography, concurrent programs for adult literacy as a part of bilingual education, the Navajo Reading Study, and attitudes toward Navajo literacy.
Institution Name - New Mexico University, Albuquerque, New Mexico

Accession Number - ED 068227

Clearinghouse Accession Number - RC 006502

Title - Three Position Papers on Reading Disability and Illiteracy

Publication Date - July 1970

Descriptor - Adult Basic Education; Cost Effectiveness; Disadvantaged Youth; Economic Factors; Educational Disadvantagement; Functional Reading; Illiteracy; Planning; Policy Information; Program Development; Reading Difficulty; School Responsibility; Social Disadvantagement

Abstract - These three position papers on reading disability and illiteracy offer a description of the present position and boundaries of the problem which the current state of knowledge, research and experience affords us. The first, "The Costs of Illiteracy," by A. Dale Tussing and Laurence B. Dewitt, attempts to describe these "costs" as the quickest way to demonstrate that his affluent, highly-educated society is confronted with a severe problem; the second, "An Attack of Reading Disability: Some Policy Issues and Suggestion," by Ralph Hambrick, Thomas B. Concorn, David R. Fendrick, and Gerhard Kutsch, addresses the most obvious location of the problem: the schools. The third paper, "Breaking The Cycle of Illiteracy: Focus on Adults," by Michael Marien and Roger Decrow, suggests that the solutions to a problem depend in good measure on its definition. It questions "if adult illiteracy (parental) is the major factor in the reading disabilities of their children, can we successfully attack either aspect of the problem independent of the other?" The basic conclusion is policy formulation should precede program development and action, and policy analysis should precede policy formulation.

Institution Name - Syracuse University Research Corp., New York Educational Policy Research Center

Accession Number - ED 064551

Clearinghouse Accession Number - AC 008562

Title - Adult Basic Education, Number 1. Current Information Sources.

Publication Date - November 1967

Descriptor - Adult Basic Education; Adult Educators; Annotated Bibliographies; Enlisted Men; Family Life Education; Geographic Regions; Illiterate Adults; Instructional Materials; Instructional Technology; Literacy Education; Manpower Development; Non-English Speaking; Program Administration; Program Descriptions; Programmed Instruction; Public School Adult Education; Research; Teacher Attitudes; Teacher Education; Teacher Evaluation; Testing

Abstract - An annotated bibliography on adult basic education contains 38 indexed entries, most of which are also abstracted. Such topics as reading instruction, programmed instruction and related technology, teacher attitudes and characteristics, manpower development, regional needs, program planning and administration, teacher training, and literacy education for enlisted men and non-English speaking Mexican-Americans, are represented. Also noted is a collection of abstracts of research studies conducted in New Mexico, Arizona, Nevada, Utah, Idaho, Wyoming, and Colorado.
Institution Name - Syracuse University, New York, Eric Clearinghouse on Adult Education

Accession Number - ED 014024

Clearinghouse Number - AC 001534

Title - Adult Readers: Activities and Goals

Author - Trismen, Donald

Publication Date - April 1972.

Descriptor - Adult Literacy; Criterion Referenced Tests; Interviews; Literacy; National Surveys; Questionnaires;Reading Habits; Reading Skills; Research and Development Centers; Test Construction

Abstract - In order to determine the range and extent of adult reading in the United States, a reading activities survey was conducted on interviews with 5,073 adults randomly chosen from 200 locations around the country. The survey was part of an effort to develop a test of adult literacy based on practical reading situations in which adults might find themselves and was part of the targeted research and development program in reading, Project 1. Each respondent was interviewed concerning his reading activities for 1 day. Questions concerned kinds of materials read; sections of materials read; kinds and variety of reading activities which were connected with work, play, school, or church activities; and time spent in reading. Newspapers were most often read, followed by mail, magazines and books. Respondents varied from age 16 to 60 and represented several educational and socioeconomic levels. General activities related to reading included travel, commuting, recreation, and free time. Only a small portion of respondents reported difficulty in reading any of the materials, leading the author to conclude that readability is not a problem for most adults.

Accession Number - ED 061024

Clearinghouse accession number - RE 04076

Title - Suggestions for Research in Adult Literacy; Meeting of Experts on Research in Literacy. (UNESCO House, 8-12 July, 1968).

Publication Date - 1968

Descriptor - Cost Effectiveness; Criteria, Economic Development; Literacy Education; Mass Media; Motivation; Official Languages; Participation; Research Needs; Research Projects; Retention; Second Language; Learning; Social Development.

Abstract - Functional literacy as an approach to literacy education is now widely accepted; the experts on research in literacy, meeting at UNESCO House in July 1968, felt that, because of the relative novelty of functional literacy, research was needed as part of training programs, and on specific topics. There was agreement that research, in most cases, would require the cooperation of several disciplines and professional fields. A number of high priority research projects were suggested; investment in schools and adult education; minimum level of literacy necessary for industrial development; economic life style of target groups; language of instruction; second language learning; analysis of a promotional campaign; motivation in different cultural settings; the community; course content and cost; comparative linguistic studies; effect of active participation on dropout rate; exposure to mass media to creat interest; and effects of functional literacy on adult participation in the economic life of the community. (Annexes include a list of participants, other suggestions for research, and research undertaken or sponsored by UNESCO in 1968.)

Institution Name - United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Accession Number - ED029191

Clearinghouse Accession Number - AC003788

Title - Techniques for Analyzing Change in Literacy Rates and in the Number of Illiterates.

Author - Vaugrante, Christiane

Publication Date - August 1970

Descriptor - Adult Education; Adult Illiteracy; Age; Data Analysts; Evaluation Techniques; Functional Illiteracy; Literacy; Mathematical Models; Measurement Techniques; National Programs; Program Planning; Statistical Analysis; Tables (data)

Abstract - The measurement of the evolution of illiteracy is the focus of this study. An elementary method for estimating the short-term evolution of the number of illiterates forms the subject of the first part of this analysis. This method is based on the demographic growth rate, the product of the school system and past trends. The second part is devoted to the examination of the evolution of the number of illiterates and the rate of literacy in an attempt to arrive at coefficients which may facilitate the adoption of a literacy policy based more on rational than on empirical consideration. It is divided into two chapters, the first one relating to the evolution process of illiteracy. This evolution is influenced by the growth rate of the number of newly literate, the initial literacy rate, the rate of demographic growth, these various factors being taken together. The second chapter shows how to measure changes in the literacy rate and in the number of illiterates. Changes in the literacy rate depend on: the initial literacy rate; and the difference between the rate of increase of those made literate and the demographic growth rate. The number of illiterates diminishes when the rate of increase of those made literate is higher than the result of the demographic growth rate divided by the literace rate of the previous year.
Institution Name - Regional Office for Education in Africa, Dakar (Senegal).

Accession Number - ED 062623

Clearinghouse Accession Number - AC 012600

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